WEST VIRGINIA SECRETARY OF STATE

MAC WARNER

ADMINISTRATIVE LAW DIVISION

eFILED

1/11/2019 12:58:35 PM

Office of West Virginia
Secretary Of State

NOTICE OF PUBLIC COMMENT PERIOD

AGENCY: Education

TITLE-SERIES: 126-114

RULE TYPE: Legislative Exempt Amendment to Existing Rule: No Repeal of existing rule: No

RULE NAME: Approval of Educator Preparation Programs (Policy 5100)

CITE STATUTORY AUTHORITY: W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451, 376 S.E.2d 839 (1988); and, W. Va. Bd. of Educ. V. Bd. of Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

COMMENTS LIMITED TO:

Written

DATE OF PUBLIC HEARING:

LOCATION OF PUBLIC HEARING:

DATE WRITTEN COMMENT PERIOD ENDS: 02/11/2019 4:00 PM

COMMENTS MAY BE MAILED OR EMAILED TO:

NAME: Jodi Oliverto, Coordinator

ADDRESS: WVDE Office of Certification & Professional Preparation

Capitol Bldg. 6, Room 700, 1900 Kanawha Blvd., E, Charleston, WV 25305

EMAIL: joliveto@k12.wv.us

PLEASE INDICATE IF THIS FILING INCLUDES:

RELEVANT FEDERAL STATUTES OR REGULATIONS: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

INCORPORATED BY REFERENCE: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

Policy 5100 guides the institutions of higher education (IHEs) in the creation and revision of preparation programs and said programs should always reflect the most updated assessments available. The preparation of educators is a system that operates in a cycle of continuous improvement, thus the requirements for preparation programs change and improve frequently, assessments to measure candidate knowledge change, and manner by which candidate competency is assessed is ever evolving.

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN THE RULE AND A STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE:

This revision to Policy 5100 outlines the framework for developing, implementing, and approving educator preparation programs (EPPs). Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE-adopted instruments. Program approval criteria for program implementation are also identified. The revisions enable IHEs to meet the needs of students as a part of the cycle of continuous improvement. Changes to Policy 5100 are necessary as processes evolve in the cycle of high-quality educator improvement, assessments change that measure candidate knowledge, and the manner by which to assess candidate competency changes.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR114, Policy 5100, Approval of Educator Preparation Programs.

B. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR114, Policy 5100, Approval of Educator Preparation Programs.

C. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2019 Increase/Decrease (use "-")	2020 Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs and Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

D. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR114, Policy 5100, Approval of Educator Preparation Programs.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.

Yes
William C Burch -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

West Virginia Department of Education
Division of Support and Accountability / Office of Certificate and Professional Preparation

Policy Cycle: ☒ <u>30</u> day Comment Period   ☐ Adoption of Policy

Policy Process: ☒ Revision   ☐ Repeal and Replace   ☐ New

Introduction: This revision to Policy 5100 outlines the framework for developing, implementing, and approving educator preparation programs (EPPs). Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE-adopted instruments. Program approval criteria for program implementation are also identified.

Background: The preparation of educators eligible for licensure to work in the West Virginia public schools is critical to the success of all students. Additionally, this policy guides the institutions of higher education (IHEs) in the creation and revision of preparation programs and should always reflect the most updated assessments available. The preparation of educators is a system that operates in a cycle of continuous improvement, thus the requirements for preparation programs change and improve frequently, assessments to measure candidate knowledge change, and manner by which candidate competency is assessed is ever evolving. The proposed revision of Policy 5100 will incorporate changes to special education program requirements regarding literacy and mathematics, clarifying language in the definition sections, and provide corrections to code and policy references.

Proposed Changes:

- Amendments including revising Council for the Accreditation of Education Preparation (CAEP) accreditation designations, team compositions, cooperating teacher and counselor requirements and exception, and year-long residency model were added to Section 5.
- Professional Development Schools option, clarifying curricular requirements for programs and content areas, credit hour requirement in content areas and modification for mathematics, IEP clarification for regular education programs, exception of programmatic level requirement for year-long residencies was added to Section 6.
- Year-long residency provision was added to Section 8.
- Language regarding eligible types of pilot programs was clarified in Section 18.
- Option for recommendation for 5-9 math and science programs when completing a 5-Adult program was added to Section 19.
- Language edits and clarifications throughout the policy.

Impact: The revisions enable IHEs to meet the needs of students as a part of the cycle of continuous improvement. Changes to Policy 5100 are necessary as processes evolve in the cycle of high-quality educator improvement, assessments change that measure candidate knowledge, and the manner by which to assess candidate competency changes.

Action:
        ☐ Release for <u>30</u> day public comment
        ☐ Approved by WVBE with effective date of _____/_____/20_____

West Virginia Department of Education

External Stakeholders
- Tammy Acord, Elementary Education Teacher, Raleigh County
- Michele Adams, NBCT, Elementary Education and General Science Teacher, Berkeley County
- Dr. Erin Brumbaugh, Interim Dean Colege of Education, Alderson Broaddus College
- Dr. Corley Dennison, West Virginia Higher Education Policy Commission
- Dr. James Denova, Benedum Foundation
- Dr. Rick Druggish, Director of Teacher Education/Department of Education Chair, Concord University
- Dr. Teresa Eagle, Dean, Marshall University
- Dr. Jeff Hunter, Dean/Chair/Director, Glenville State College
- Michele Jackson, Teacher, Wood County
- Dr. Jennifer L. Penland, Director of Teacher Education, Shepherd University
- Dr. David Lancaster, Division Chair, WVU-Parkersburg
- Dr. Paula Lucas, Program Director C&I, Marshall University
- Dr. Craig S. McClellan, Dean/Provost, Salem University
- Dr. Amanda Metcalf, Interim Dean, Fairmont State University
- Dr. Cathy Monteroso, Interim Dean, West Liberty University
- Cheryl Nelson, NBCT, Elementary Education Teacher, Pocahontas County
- Jo Pennington, Chair/Director/Certification Officer, Ohio Valley University
- Dr. Karen Petitto, Chair/Director, West Virginia Wesleyan College
- Dr. Laura Porter, Assistant Dean, Student Services, West Virginia University
- Pamela Schield, Coordinator of Teacher Education, Salem International University
- Dr. Missy Spivy, CAEP Coordinator, West Virginia University-Parkersburg
- Denise Stalnaker, Teacher, Randolph County
- Dr. Darrell Thomposn, Chair/Director, Bluefield State College
- Matt Turner, West Virginia Higher Education Policy Commission
- Dr. Dianna Vargo, Director of Graduate Education & Accelerated Certification for Teaching Programs, Wheeling Jesuit University
- Patricia Wilson, Education Chair/Certification, West Virginia State University

Internal Stakeholders
- Michele Blatt, Assistant Superintendent, WVDE Division of Support and Accountability
- Robert Hagerman, Executive Director, WVDE Office of Certification and Professional Preparation
- Jodi Oliveto, Coordinator, WVDE Office of Certification and Professional Preparation

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 114
APPROVAL OF EDUCATOR PREPARATION PROGRAMS (5100)

§126-114-1. General

1.1. Scope. -- This legislative rule establishes the process for developing, implementing, and receiving West Virginia Board of Education, (WVBE), approval to operate an educator preparation program (EPP) leading to West Virginia licensure in an institution of higher education (IHE).

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5, 18A-3-1, 18A-3-1a, 18A-3-2, and 18A-3-10.

1.3. Filing Date. -- ~~October 12, 2017~~.

1.4. Effective Date. -- ~~November 13, 2017~~.

1.5. Repeal of Former Rule. -- This ~~legislative~~ rule amends W. Va. §126CSR114, WVBE Policy 5100, Approval of Educator Preparation Programs, filed ~~June 6, 2016~~ October 12, 2017, and effective ~~July 11, 2016~~ November 13, 2017.

§126-114-2. Summary

2.1. This rule outlines the framework for developing, implementing, and approving ~~educator preparation programs~~ EPPs. Major program components are defined, assessment instruments, and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE- adopted instruments. Program approval criteria for program implementation are also identified.

§126-114-3. Purpose

3.1. The purposes of this ~~policy~~ rule are to: a) establish a collaborative process for program approval; b) improve ~~educator preparation programs~~ EPPs and potential educators by incorporating program guidelines based on research and best practices; c) ensure that those who are prepared for employment in the public schools have the knowledge, skills, and dispositions necessary to function as entry-level members of the profession; and, d) ensure that ~~higher education institutions~~ IHEs work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with public schools. This ~~policy~~ rule relates only to approved ~~educator preparation programs~~ EPPs leading to licensure in West Virginia public schools. Hence, the ~~policy~~ rule does not supersede any licensure requirements mandated by W. Va. Code and/or WVBE rules outlined in W. Va. §126CSR136, WVBE Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications ~~(Policy 5202)~~ .

3.2. This ~~policy~~rule commits the WVBE to develop, revise , or adopt the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Commission for Professional Teaching

Standards, (WVCPTS), the West Virginia Department of Education, (WVDE), the governing boards for public and private West Virginia ~~institutions of higher education~~ IHEs, public school administrators, and classroom teachers.

§126-114-4. Authority of the WVBE

4.1. All ~~educator preparation~~ programs of study that result in licensure to work in the public schools of West Virginia require the approval of the WVBE. This approval requirement applies to new and continuing programs of study and also to any ~~institution~~ IHE seeking initial approval to offer ~~educator preparation programs~~ EPPs that result in licensure to work in the public schools of West Virginia.

4.2. The WVBE shall adopt standards and procedures for the approval of ~~educator preparation~~ programs of study that enable prospective educators who satisfactorily complete such programs and licensure requirements to be licensed in West Virginia.

4.3. The WVBE establishes the WVCPTS to serve as its advisory body on matters related to the preparation of educational personnel. The WVBE shall establish regular communications with the WVCPTS and may solicit its recommendations prior to taking official action on educator preparation policies. (See W. Va. §126CSR154, WVBE Policy 5050, West Virginia Commission for Professional Teaching Standards, (Policy 5050)).

4.4. The WVBE acknowledges that the governing boards of public ~~higher education institutions~~ IHEs and the appropriate governing body of a private ~~higher education institution~~ IHEs may establish standards and accreditation requirements and procedures regarding ~~educator preparation programs~~ EPPs. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed upon ~~educator preparation~~ programs of study review procedures pursuant to §~~126-114~~13 that emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

§126-114-5. Definitions

5.1. Accredited Institution of Higher Education (IHE). A college or university accredited: by one of the regional accrediting agencies recognized by the Council for Higher Education Accreditation (CHEA), ~~OR~~ or by one of the National Faith-Related Accrediting Organizations recognized by CHEA and the United States Department of Education (ED), ~~OR~~ or by the Accrediting Council for Independent Colleges and Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.2. Admission to an Approved Program. The filing of an application by a prospective educator declaring himself/herself as a candidate to complete an approved ~~educator preparation program~~ EPP and the institution's formal acceptance of the student based on his/her satisfying the admission criteria. The criteria for admission are: 1) minimum of 2.5 individual grade point average (GPA) and beginning September 1, 2016, ~~education preparation~~ EPP providers will use a 3.0 GPA as the minimum acceptable cohort average for admissions to ~~educator preparation programs~~ EPPs. Implementation of this standard should parallel the GPA requirement as proposed by The Council for the Accreditation of Educator Preparation (CAEP). The 3.0 GPA cohort ~~grade point average~~ GPA calculated using a 4-point scale and including all core subject coursework in the calculation (electives not included); 2) successful completion of a disposition screening assessment chosen by the educator preparation provider; and, 3) the required performance as per the WV Licensure Testing Directory on the WVDE website on the Core Academic Skills

for Educators (CASE), (See ~~W. Va. §126-114~~ 6.2), as well as any other institutionally established performance assessments in speaking, listening, and educational technology.

5.2.a. Exemptions. Candidates who meet the identified criteria as defined in §~~126-114~~ 6.2.c. or who are admitted to a WVBE-approved, ~~5~~ five-year program that will culminate with a conferred master's degree may be exempt from requirement ~~(3)~~ in §~~126-114~~ 5.2 unless required by institutional policy.

5.3. Approved Career ~~and~~ Technical Education (CTE) Preparation Programs of Study. An ~~educator preparation program~~ EPP of study delivered by an ~~education preparation~~ EPP provider located in an ~~higher education institution~~ IHE that holds accreditation as defined in §~~126-114~~ 5.1, based upon WVDE-adopted ~~career and technical education~~ CTE program objectives and other requirements, and which has been approved by the WVBE.

5.4. Approved Educator Preparation Program (EPP) of Study. An ~~educator preparation program~~ EPP of study delivered by an ~~education preparation~~ EPP provider located in an ~~institution of higher education~~ IHE that holds accreditation as defined in §~~126-114~~ 5.1; has been reviewed by the Education Preparation Programs Review Board (EPPRB), as required in §~~126-114~~ 15; and approved by the WVBE, and is based upon state-adopted and national program objective standards that ~~includes~~ pre-professional skills, content specialization, and professional education components.

5.4.a. Approved Alternative Educator Preparation Program (EPP). A program for teacher certification that is an alternative to traditional ~~college or university~~ IHE ~~educator preparation programs~~ EPPs, includes a partnership with a West Virginia school district, and has been approved by the WVBE in accordance with W. Va. Code §18A-3-1a-i and W. Va. §126CSR161, WVBE Policy 5901, Regulations for Alternative Certification Programs for the Education of Teachers ~~(Policy 5901)~~.

5.5. Authorized Agency. The state agency designated by the WVBE to administer ~~educator preparation program~~ EPP approval standards and procedures approved by the WVBE. Currently, the WVDE serves as the WVBE's authorized agency.

5.6. Cohort. A group of education candidates admitted to an ~~educator preparation program~~ EPP of study at the same time, e.g., a class entering in a fall semester.

5.7. Cohort Grade Point Average (GPA). The GPA averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified GPA/score.

5.8. Collaborative Program. An approved ~~educator preparation program~~ EPP that is delivered as the result of a formal written agreement between two or more WVBE-approved ~~education preparation~~ EPP providers ~~(EPPs)~~ to enable prospective educators to receive licensure in a content specialization that is not available at the home ~~institution~~ IHE and that is approved for the cooperating ~~institution~~ IHE .

5.9. Council for the Accreditation of Educator Preparation (CAEP). ~~This~~ The organization that reviews and accredits an EPP based on compliance with CAEP national standards related to the functioning of the EPP. ~~Insofar as this~~ policy ~~rule is concerned,~~ EPPs must have CAEP accreditation or be seeking CAEP candidacy in order for its graduates to be licensed to teach in the public schools of West Virginia. CAEP levels of accreditation include:

5.9.a. Exemplary Accreditation. ~~-a~~Awarded to a small number of EPPs that meet CAEP guidelines

set for all five standards and surpass those guidelines for a combination of standards;

5.9.b. Full Accreditation. Granted if an EPP meets all of the CAEP Standards and required components, even if areas for improvement ~~(AIFs)~~ (AFI) are identified in the final report of the Accreditation Council;

5.9.c. Probationary Accreditation. Failure to submit a response to the stipulation within a two-year time frame results in automatic denial. Failure to correct the condition leading to the stipulation within the specified two-year period results in denial;

5.9.d. Revocation of Accreditation. ~~-f~~For EPPs seeking continuing accreditation that fall below CAEP guidelines ~~in two or more standards~~; or

5.9.e. Denial of Accreditation. ~~- f~~For EPPs seeking initial accreditation that fall below CAEP guidelines in two or more standards.

5.9.f. Stipulations. ~~Stipulates describe s~~Serious deficiencies in meeting CAEP Standards ~~and~~ that must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence must be submitted for review by the Accreditation Council by the end of the second year from the assignment of those stipulation(s). Failure to correct the condition leading to the stipulation within the specified two-year period results in revocation of accreditation.

5.10. Council for the Accreditation of Educator Preparation (CAEP) Accreditation Review Team (ART). The following Accreditation Review Team composition and procedures apply to all teams:

5.10.a. the ART shall consist of five members including~~-~~ three national~~;~~ and two state members, and must adhere to state-approved protocol;

5.10.b. all voting members of review teams must have successfully completed ART member training;

5.10.c. a ~~P~~pre-k-12 practitioner shall be a member of each ART whenever possible;

5.10.d. each teacher association may appoint one observer for the onsite review at the association's expense;

5.10.e. the governing agency of the EPP undergoing review may appoint an observer each team at its own expense;

5.10.f. a liaison from the WVDE will serve in an assistant/observer role;

5.10.g. the EPP will assume all expenses including travel, lodging, and meals for CAEP and state team members (excluding observers), as well as the periodic evaluation fee;

5.10.h. onsite team activities will be conducted according to CAEP policy;

5.10.i. ART members will adhere to CAEP's Code of Conduct to assure the EPPs and the public that CAEP reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high

ethical standards in the accreditation system.

5.11. <u>Council for the Accreditation of Educator Preparation (CAEP)</u> Accreditation Process. CAEP requires that EPPs seeking accreditation complete a self-study and ~~host~~ a site visit through which the accreditor determines whether or not the provider meets CAEP standards related to evidence of candidate performance, use of data in program self-improvement, and institutional/organizational capacity and commitment for quality. Effective with site visits in the fall of 2019, a provider will no longer have the option of selecting the previous pathways (Continuous Improvement (CI), Inquiry Brief (IB) or Transformation Initiative (TI). Instead, each EPPs will use the CAEP Accreditation Process in completing its standards-focused self-study as endorsed by the CAEP Accreditation Council.

5.12. Endorsement. The specialization(s) and grade levels appearing on any license, authorized by the WVBE which govern the legal assignment within the public schools of West Virginia (W. Va. Code §18A-3-2).

5.13. Educator Preparation Program <u>(EPP)</u> of Study. A course of study or program delivered by a WVBE-approved and CAEP-accredited EPP which includes a WVBE-approved curriculum, and upon successful completion, candidates will be eligible for a particular license or certificate recognized for employment in the public schools of West Virginia.

5.14. Educator Preparation Program <u>(EPP)</u>. A college, department<u>,</u> or school of education located in an IHE that is accredited as defined in §~~126-114-~~<u>5</u>.1 and that delivers WVBE-approved ~~educator preparation programs~~ <u>EPPs</u> of study leading to licensure to work in the public schools of West Virginia.

5.14.a. Alternative Educator Preparation Program <u>(EPP)</u> Provider. A partnership between one or more schools, school districts<u>,</u> or ~~regional educational service agencies,~~ one or more entities affiliated with an ~~institution of higher education~~ <u>IHE</u>, an ~~institution of higher education~~ <u>IHE</u> or any combination of these as defined in W. Va. Code §18A-3-1b.

5.15. Educator Preparation Provider Advisory Committee (EPPAC). This committee is comprised of public school and higher education teachers and administrators who advise the chief teacher education officer of the EPP on educator preparation matters. All EPPs offering WVBE-approved ~~educator preparation programs~~ <u>EPPs</u> of study leading to licensure to work in the public schools of West Virginia are required to have an EPPAC.

5.16. Educator Preparation Program Review Board (EPPRB). The WVBE has created the EPPRB to make recommendations to the WVBE regarding the approval of EPPs and content/specialization programs of study leading to licensure to work in the public schools of West Virginia.

5.17. Field-based and Clinical Experiences. Field-based experiences, organized by EPPs~~, are arranged~~ to occur across the preparation program. They provide opportunities for candidates to apply knowledge, skill, and dispositions in a variety of settings appropriate to the content and level of each program of study. Both field-based and clinical experiences are structured to ensure significant opportunities to engage with diverse (multi-cultural, ~~at-risk~~ <u>at-risk</u>, and special needs) learners. Clinical experiences are completed under the direction of the ~~institution~~ <u>IHE</u> and cooperating educator(s). The experiences are arranged by the EPP with the cooperating educators such that they have a thorough understanding of the EPP's expectations for the candidates during the experiences. During both field-based and clinical experiences, teacher candidates should observe the instruction of other teachers and also gain experience working

directly with students (i.e., plan and teach lessons). Clinical experiences should link theory and coursework to practice and provide candidates with extensive, scaffolded experiences with increasing responsibilities to further develop their content knowledge and pedagogical skills in authentic practice. Formative feedback sessions should occur within the clinical experience as well as evaluative performance assessments that demonstrate and measure the proficiencies in the professional roles and in the programmatic levels for which candidates are preparing.

5.17.a. Effective July 1, 2018, at a minimum, the cooperating educator should: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in his/her classroom with a minimum of five-years of teaching experience; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two-years of employment; AND and, 3) have successfully completed a WVBE-approved mentor/induction coaching course, at no cost to the teacher cooperating teacher course, at no cost to the teacher, OR or hold or be eligible for the Mentor or Master Mentor Advanced Credential OR or hold certification through the National Board for Professional Teaching Standards (NBPTS).

5.17.a.1. An out-of-state cooperating teacher must hold a valid teaching credential beyond the initial license and in the content area of the candidate placed in his/her classroom and in the state of the placement AND and have a minimum of five-years of teaching experience with evidence of successful performance (such as educator evaluations) during the last two-years of employment OR or hold certification through the National Board for Professional Teaching Standards (NBPTS). A cooperating educator who meets all requirements except the experience requirement may submit an exception request to the WVDE.

5.17.a.2. Effective July 1, 2018, at a minimum, the cooperating school counselor should: 1) hold a valid West Virginia five-year professional student support certificate with a minimum of five years of school counseling experience; 2) hold "accomplish" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; and 3) have successfully completed a WVBE-approved cooperating teaching training course, at no cost to the counselor, or hold or be eligible for the Mentor or Master Mentor Advanced Credential, or must be a Licensed Professional Counselor issued through the West Virginia Board of Examiners in Counseling.

5.17.b. A working definition of the Ccooperating teacher. A cooperating educator is aAn experienced and effective educator engaged in the purpose of affirming to a beginning educator the potential for professional growth through continuous improvement. The cooperating educator is proficient interacting in different interpersonal contexts, and is adept in both mentoring and coaching the beginning educator in a genuine manner that engenders trust. The cooperating educator is willing to provide instructional support and coach beginning educators to improve skill and performance no matter what level beginning educators are performing. Instructional coaching by cooperating educators is structured around fulfilling standards and performance targets, and consists of discussions where the cooperating educator provides objective feedback on the beginning educator's strengths and weaknesses as aligned to both the content standards and West Virginia Professional Teaching Standards.

5.18. Governing Boards/Bodies. Insofar as the authority of this policy rule extends, the governing board fFor publicly supported EPPs in West Virginia, "governing board" refers to the West Virginia Higher Education Policy Commission (WV HEPC). For education preparation EPP providers that are privately supported, "governing body" refers to the entity authorizing the delivery of educator preparation programs of study.

5.19. License. ~~The term used for~~ aAny or all of the documents issued by the State Superintendent of Schools under state law and regulations of the WVBE that empowers the holder to perform designated services within the public schools.

5.20. Performance-Based Assessment. An assessment of a prospective educator's ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure. Teacher candidates graduating from West Virginia EPPs are required to achieve acceptable performance levels on a teacher performance assessment. (See §~~126-114~~9.4.c.)

5.21. Program of Study Approval Status. Following a recommendation by the EPPRB the WVBE will classify all educator preparation programs of study and may grant "Initial Approval Status" to new educator preparation programs of study, prior to their inclusion in the EPP's CAEP-program review process. The WVBE will classify the status of educator preparation programs of study as follows: "Initial Approval Status" and "Approval Status for a Revised Program of Study." "Continuing Approval Status," or "Conditional Approval Status."

~~5.21.a. Initial Approval Status. Following a recommendation by the EPPRB, the WVBE may grant "initial approval status" to new~~ educator preparation ~~programs of study that have not previously been offered by the EPP. "Initial Approval Status" may be granted by the WVBE until the EPP's CAEP accreditation visit. The EPP will be required to document in its annual report the progress it is making to ensure the success of its graduates to promote student achievement in the public schools in the~~ institution ~~IHE 's service region. During the "Initial Approval Status" stage, the EPP may recommend graduates for West Virginia certification.~~

5.21.b. Approval Status for a Revised Program of Study. Approval Status for a Revised Program of Study may be granted to those ~~educator preparation~~ programs of study that have a significant change from the program of study initially approved by the WVBE. To maintain "Approval Status" for a Revised Program of Study ~~educator preparation programs~~ EPPs must undergo the program review process and receive approval every seven years.

5.21.c. In the event of a CAEP revocation or denial of accreditation of an EPP, the EPPRB will review the CAEP evaluation of the EPP and make an approval status recommendation to the WVBE.

5.22. Regionally Accredited Institution of Higher Education (IHE). A college or university accredited by~~:~~ one of the regional accrediting agencies recognized by the CHEA~~;~~; ~~OR~~ or by one of the National Faith-Related Accrediting Organizations recognized by CHEA and the ~~United States Department of Education~~ ED~~;~~ ~~OR~~ or by the Accrediting Council for Independent Colleges and Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.23. Specialization. The specific teaching, administrative, or student support area listed on the educator's license to which ~~s/he he/she~~ an employee may be legally assigned within the public schools.

5.24. Specialized Professional Association (SPA). ~~A SPA is a~~ A specialized professional association recognized by the ~~U.S. Department of Education~~ ED US Dept. of Ed. or the Council for Higher Education. Examples include, but are not limited to, National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), etc.

5.25. Subject-Area Major. A minimum of 30 credit hours in a specific content area.

5.26. Subject-Area Minor. A minimum of 15 credit hours in a specific content area.

5.27. Teacher-in-Residence Program. A "teacher-in-residence program" means a~~An~~ intensively supervised and mentored clinical experience and residency program for prospective teachers during their final program year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Teacher-in-residence programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

5.28. West Virginia Licensure Testing Directory. A listing of all WVBE-required licensure exams for educator certification and for completion of WVBE-approved programs leading to West Virginia Licensure. This directory is maintained on the WVDE website. When tests or scores listed in the directory are changed, the validity period for the previously listed tests and/or score shall be one-year from the effective date of the new test and/or score. Exception: tests and/or scores shall remain valid for ~~twelve~~ 12 months after completion of an approved program for licensure where the applicant was continuously enrolled even if the test and/or score has changed.

5.29. Year-Long Residency. A program involving a partnership between a school district and an institution of higher education so that practice and theory are closely linked and that pair a rigorous full-year classroom apprenticeship with masters-level education content educator. It shall provide residents with both the underlying theory of effective teaching and a year-long, in-school "residency" in which they practice and hone their skills and knowledge alongside an effective teacher-mentor.

§126-114-6. Professional Educator Preparation Program (EPP) Requirements: Teacher. Clinical Partnerships

6.1. Partnership. All approved EPPs, public and private, shall have partnership agreements with a county board of education to collaborate and promote the development of knowledge, skills, and professional dispositions of their pre-service educators, necessary to demonstrate positive impact on all pre-k-12 students' learning. The partnership shall be premised in building a vehicle for improving educator preparation, teacher professional learning, and, therefore, teacher quality across West Virginia.

6.2. Focus. The focus partnership shall be on a strengthening relations and mutually beneficial collaboration between higher education and pre-k-12 school including community and workforce for clinical preparation that share responsibility for ~~continuous~~ steady improvement of education preparation to support continuous enhancement of teacher quality.

6.3. Agreements

6.3.a. Components. Agreements must delineate roles, responsibilities, and outcomes for each partner. Agreements shall be designed to promote clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that pre-service educators demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences are structure to have multiple performance-based assessments at key points within the approved program to demonstrate candidate's development of the knowledge, skills, and professional dispositions that are

associated with a positive impact on the learning and development of all pre-k-12 students. EPPs work with all partners to ensure partnership agreements include.:

6.3.a.1. written agreement between all partners filed with the WVDE.;

6.3.a.2. defined roles and responsibilities for all partners;

6.3.a.3. duration of clinical experiences at all levels;

6.3.a.4. professional learning activities for the EPP and school(s) included in the partnership(s); and

6.3.a.5. formalized periodic evaluation of the partnership including evaluation of shared accountability, scheduled planning and ongoing feedback between ~~at least~~ the EPP, school, and county leadership.

6.3.b. Responsibilities

6.3.b.1. EPPs shall provide a liaison to work with each partnering county board of education and school.

6.3.b.2. Epps shall outline services and assistance they ~~it~~ may provide to the partnering county board of education and school(s).

6.3.b.3. The county board of education or school shall provide access to appropriate placement sites; access to technology and eligible systems; and opportunities related to the instruction of students including duties and memberships to committees, meetings, and responsibilities allowed by privacy laws and county relations; and any feasible effort to conduct onsite meetings and/or instruction of pre-service educators including but not limited to methods courses and co-teaching collaboration that includes a college supervisor.

6.3.b.4. The county board of education or school shall include EPP faculty and/or staff ~~to participate~~ in professional learning opportunities that would benefit such faculty and staff to better prepare educators.

6.3.c. Professional Development Schools (PDS). Partnership may include PDS sites in one of three tiers (effective with programs beginning July 1, 2020).

6.3.c.1. Tier I ~~1~~. Intensive site where pre-service teacher and mentor teacher learning is ~~becomes~~ 1) experimental; 2) grounded in teacher questions; 3) collaborative; 4) connected to and derived from teachers' work with their students; and 5) sustained, intensive, and connected to other aspects of school change. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 educators. Experiences shall be yearlong and based on the co-teaching model. The majority of the pre-service teacher's coursework is taught onsite. Sites shall include work that addresses the WVBE areas(s) of focus and priority.

6.3.c.2. Tier II. Progressive site where pre-service teacher and mentor teacher learning is ~~becomes~~ 1) grounded in teacher questions; 2) collaborative; 3) connected to and derived from teachers'

work with their students; and 4) sustained; , intensive, and connected to other aspects of school change. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 educators. Experiences shall be based on the co-teaching model.

6.3.c.3. Tier III. Partnership site where pre-service teacher and mentor teacher learning is becomes 1) grounded in teacher questions; 2) collaborative; 3) connected to and derived from teachers' work with their students; and 4) sustained, intensive, and connected to other aspects of school change. Experiences shall be based on the co-teaching model.

6.3.d. Funding Opportunities. Tier I and II PDS shall have the opportunity to apply annually for a competitive grant where funding is contingent upon funds being available and based on a yearly application process. The grant application shall be submitted to the WVDE following the adopted guidelines and procedures. Awards shall be made yearly for eligible direct services. Grant proposals must include measurable outcomes and plans for sustainability. Priority shall be given to sites addressing the WVBE area(s) of focus and priority.

6.1.6.4. Program Components. All undergraduate and graduate educator preparation programs EPPs, at both undergraduate and graduate levels, shall consist of three components: pre-professional skills, content specialization, and professional education. The three components, including the associated educational technology knowledge and skills, are necessary to satisfy WVBE-approved program requirements.

6.4.a. All WVBE-approved programs of study shall include instruction in at least the following: WVBE policy and provisions of W. Va. Code governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including multicultural education, safe schools and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the Individuals with Disabilities Education Act (IDEA); and varied approaches for effective instruction for students who are at-risk.

6.2.6.5. Pre-professional Skills Component

6.2.6.5.a. Component Description. Pre-professional skills are those basic skills crucial to an educator's performance and effectiveness. Competence in these skills underlies an educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Pre-professional skills common to educational personnel are reading, writing, mathematics, speaking, listening, and educational technology. Component descriptions for reading, writing and mathematics are found in the study companion for the Praxis, Core Academic Skills for Educators (CASE). Pre-professional skills for speaking and listening are found in Appendix B of this policy rule. Educational technology knowledge and skills related to this component are found in Appendix C-1 of this policy rule.

6.2.6.5.b. Educator's Assessment and Proficiency Levels. Prior to a candidate's admission to a WVBE-approved educator preparation program EPP, the provider must demonstrate the quality of the admitted candidate. The provider must demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The teacher candidate must attain the required levels of proficiency in reading, writing, mathematics, speaking, listening, and educational technology as measured by the assessments indicated in this policy rule, including the CASE as well as assessments and/or levels established by individual institutions.

6.2.6.5.b.1. Effective with cohorts being admitted to ~~educator preparation~~ programs of study on or after September 1, 2016, the cohort must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability/achievement assessments, such as American College Testing (ACT) Assessment, Scholastic Aptitude Test (SAT), or Graduate Record Examination (GRE).

6.2.6.5.b.2. Effective with cohorts being admitted to ~~educator preparation~~ programs of study on or after September 1, 2016, the cohort must attain a group average minimum GPA requirement of 3.0 in the core subjects, and using a 4-point scale with A=4, B=3, C=2, and D=1.

6.2.6.5.b.3. The EPP shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.6.5.b.4. The EPP will include as part of its admission criteria, ~~successful candidate~~ candidates' successful completion of a disposition screening assessment chosen by the EPP.

6.2.6.5.c. CASE Waivers. In lieu of taking the WVBE-approved CASE, prospective educators completing WVBE-approved programs may provide evidence of:

6.2.6.5.c.1. a master's degree from an accredited ~~institution of higher education~~ IHE; ~~OR~~ or

6.2.6.5.c.2. a current or expired West Virginia professional teaching, administrative, or student support service license; ~~OR~~ or

6.2.6.5.c.3. attainment of WVBE-approved composite scores from a single administration of the ACT or the SAT. See the West Virginia Licensure Testing Directory on the WVDE website for currently approved ACT and SAT scores. Waivers found at ~~W. Va. §§126-114-6.2.c.1, 126-114-6.2.c.2 and 126-114-6.2.c.3~~ 6.5.c.1, 6.5.c.2, and 6.5.c.3 do not apply to the ~~institution~~ IHE's required assessments of speaking, listening, and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative, or student support services license are not required to complete any of the pre-professional skills assessments.

6.3.6.6. Content Specialization Component

6.3.6.6.a. Component Description. Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with W. Va. Code §18A-3-1. See the West Virginia Licensure Testing Directory on the WVDE website for specific guidelines related to items ~~6.3.a.1. to 6.3.a.7.~~ §6.6.a.1 to §6.6.a.7 for each specialization with the potential for approved program status. WVBE-approved specializations and grade level patterns are found in Appendix D of this ~~policy~~ rule. The content specialization program standards shall include:

6.3.6.6.a.1. WVBE recognized national content specialization standards for the public school curriculum pertaining to the specialization~~.~~;

6.3.6.6.a.2. WVBE policies or legislative initiatives that have implications for the teaching specialization~~.~~;

6.3.6.6.a.3. ~~WVBE-adopted~~ state-approved content standards for the public school curriculum

11

pertaining to the specialization standards-;

6.3.6.6.a.4. content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements-;

6.3.6.6.a.5. institutionally identified content standards-;

6.3.6.6.a.6. preparation standards promulgated by national professional associations for specific specializations and CAEP (if applicable) -; and

6.3.6.6.a.7. educational technology skills and knowledge related to specializations offered by the institution IHE. (See Appendix C-1 and C-2 of this policy rule.)

6.3.6.6.b. Standards for Subject-Area Content in Teacher-Preparation-Programs EPP.

6.3.6.6.b.1. Elementary Education (K-6) programs. Elementary education (K-6) programs shall include a minimum of 30 credit hours of coursework in English/ lLanguage aArts, health, mathematics, physical education, science, social studies, and the arts such that the coursework is relevant to the curriculum delivered in the elementary K-6 classroom, and meets all requirements for all curriculum as defined by the WVBE.

6.3.6.6.b.2. Middle Level (5-9) Programs. Individuals completing two middle level (5-9) programs shall complete the minimum of a subject-area minor, as defined in W. Va. §126-114 5.26, in each subject, and meet all requirements for all curriculum as defined by the WVBE.

6.3.6.6.b.3. Secondary Level Programs

6.3.6.6.b.3.A. Secondary-level teacher-preparation-programs EPP shall provide that their secondary-level programs (those programs emphasizing the secondary-level grades and including licensure to teach grades 10-12) in core academic areas require at least the equivalency of corresponding content majors in terms of academic rigor and credit hours completed in content areas.

6.3.6.6.b.3.B. Secondary-level education certification areas for which equivalency in content majors are required: biology, business education, chemistry, Chinese, English, French, German, Japanese, general science, mathematics, modern foreign languages, physics, Russian, Spanish, and social studies.

6.3.6.6.b.3.C. Each secondary-level certification area referenced in §126-114-6.3.b.3.B. 6.6.b.3.B must meet all content requirements for all curriculum areas as defined by the WVBE, and include an equivalent number of credit hours of subject area content course work to the institution IHE's baccalaureate major in the corresponding content field, with the following exceptions:

6.3.6.6.b.3.C.1. fFor a baccalaureate major in a content field in which the credit hours for content course work exceed 48 credit hours, the number of content credit hours in the corresponding secondary-level teacher-preparation-program EPP shall not be less than 48 credit hours.

6.3.6.6.b.3.C.2. fFor secondary-level teacher-preparation-programs programs of study in general science and social studies, areas in which there is typically no corresponding baccalaureate degree, the minimum number of required credits hours in the content area shall not be less than 48. While

the number of content hours in other secondary-level ~~teacher preparation program~~ programs of study for certification areas listed in §~~126-114 6.3.b.3.B.~~6.6.b.3.B is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

6.3.6.6.b.3.C.3.   Mathematics programs of study shall include an equivalent number of credit hours of subject area content course work to the IHE's baccalaureate major in mathematics or WVDE-approved program of study/coursework.

~~6.3.~~6.6.b.3.D.   Each secondary-level certification area referenced in §~~126-114 6.3.b.3.B.~~6.6.b.3.B must meet expectations of academic rigor similar to that of the corresponding baccalaureate degree programs. While the subject-area curriculum of the teacher preparation program may vary somewhat from the subject-area curriculum of the baccalaureate degree program, it must include some form of culminating educational experience in the content area, such as a capstone course. At the discretion of the ~~institution~~ IHE , the curriculum may include applied courses in the content areas as deemed appropriate.

~~6.3.~~6.6.b.3.E. All secondary-level education certification areas not referenced in §~~126-114 6.3.b.3.B.~~ 6.6.b.3.B except mathematics (see 6.3.6.6.b.3.C.3), must contain a subject-area major as defined in §~~126-114~~5.25.

~~6.3.~~6.6.b.3.F. All course work in a secondary-level ~~teacher preparation program~~ program of study must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

~~6.3.~~6.6.b.4. Within all WVBE-approved programs, ~~institution~~ IHEs should seek to hire full-time faculty ~~that~~ who have a minimum of one degree higher than the degree level at which they are teaching. Faculty shall have a degree(s) and/or professional licensure and/or expertise in the area(s) in which they are teaching.

~~6.3.~~6.6.c. Mathematics Content in Teacher Preparation.

~~6.3.~~6.6.c.1. Each elementary (K-6) teacher preparation program must contain:

~~6.3.~~6.6.c.1.A. three hours of college algebra or verification of college algebra equivalency and a minimum of six hours of college-level mathematics courses that meet WVBE requirements for the discipline, ~~AND~~ and

~~6.3.~~6.6.c.1.B. a three-hour course in mathematics methods.

~~6.3.~~6.6.c.2. Each middle childhood (5-9) mathematics teacher preparation program must contain:

~~6.3.~~6.6.c.2.A. a course in college algebra or verification of college algebra equivalency and a minimum of 18 hours of college-level mathematics that meet WVBE requirements for the discipline, ~~AND~~ and

~~6.3.~~6.6.c.2.B. a three-hour course in mathematics methods.

6.3.6.6.d. Reading Content in Teacher Preparation.

6.3.6.6.d.1. Each elementary education (K-6) teacher preparation program EPP must contain a minimum of nine credit hours of reading, which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.

6.3.6.6.d.2. Each middle (5-9) and secondary (PreK Pre-k-Adult, 5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area which include a focus on vocabulary, comprehension, and writing.

6.3.6.6.e. Special Education Content in Teacher Preparation.

6.3.6.6.e.1. All general education preparation programs of study must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, Individualized Education Programs (IEPs), and the effective and efficient use of consultation that meet WVBE requirements for the discipline.

6.3.6.6.e.2. All general education preparation programs EPPs must address the differentiation of instruction for diverse learners.

6.3.6.6.f. Instructional Technology Content in Teacher Preparation. - All initial educator preparation programs EPPs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-1 of this policy rule.

6.3.6.6.g. Educator's Assessment and Proficiency Levels. - Candidates for completion of a WVBE-approved program shall be required to meet WVBE Praxis II specialty area test score(s) indicated for the anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in the WV Licensure Testing Directory on the WVDE website.

6.3.6.6.h. Support for WVBE-required Praxis Assessment Preparation. - educator preparation programs EPPs shall have provisions for providing remediation/support for candidates after two unsuccessful attempts at passing any of the WVBE-required Praxis assessments. A listing of current WVBE-required tests and passing scores is found in the WV Licensure Testing Directory on the WVDE website.

6.3.6.6.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs). Programs must include designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject area content of the general curriculum. A required minimum of 30 credit hours of coursework must include 9 nine credit hours of reading or literacy instruction appropriate to each student's age and individual learning needs. Content will focus on the essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension for elementary endorsements and fluency; vocabulary, and comprehension for 5-Adult endorsements) as well as how to assess students' reading or literacy ability and how to identify and correct reading difficulties for all grade levels. All programs must include six hours in mathematics: a course in mathematics strategies for exceptional learners and a course in college-level mathematics. The foundation of knowledge in literacy

and mathematics instruction must be sufficient for collaborating with general educators, teaching, or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

~~6.3.~~6.6.j. ~~By~~ Effective July 1, 2017, all special education programs must include and designate focused instruction in co-teaching.

~~6.4.~~6.7. Professional Education Component.

~~6.4.~~6.7.a. Component Description. - Professional Education includes the studies and experiences that prepare the prospective educator to integrate professional pedagogy, content knowledge, and pedagogical content knowledge into successful learning experiences for students. Each ~~institution~~ IHE is required to develop a mission statement with specific goals that align with the CAEP Standards and the West Virginia Professional Teaching Standards. Appendices A-2, A-5, A-3 and C, A-4, and A-6 (if applicable) provide the basis for the shared vision and mission for the ~~institution~~ IHE's endeavor in preparing educators to work effectively in ~~PreK~~ pre-k-Adult schools. The mission statement shall include a description of the ~~institution~~ IHE's focus on data-driven decision-making, ~~and~~ continuous improvement, and a snapshot of its prospective professional educators. The statement will serve as the foundation on which the ~~institution~~ IHE will base its curriculum and implement the clinical experiences for professional educators, school administrators, and student support personnel.

~~6.4.~~6.7.b. Educator's Assessment and Proficiency Levels.

~~6.4.~~6.7.b.1. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass the WVBE-adopted Principles of Learning and Teaching (PLT) Praxis II test that includes the preponderance of the grade levels indicated on the anticipated license. (See exception in ~~6.4.b.2~~ §6.7.b.2 and see the WV Licensure Testing Directory on the WVDE website for a list of WVBE-required tests and passing PLT scores.) The ~~institution~~ IHE shall, with the cooperating public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C~~-1~~ of this ~~policy~~ rule) associated with the professional education component.

~~6.4.~~6.7.b.2. Clinical Experience Performance Assessment Instruments. - Performance assessment instruments and procedures shall be collaboratively developed by public school administrators, classroom teachers, and teacher education faculty at the institutional level ~~OR~~ or an EPP may select to use a nationally-normed instrument of teacher performance. Should an ~~institution~~ IHE choose to select a nationally-normed instrument, passing scores on this instrument as listed in ~~§126-114 6.4.b.2.~~ 6.7.b.2 may be substituted for the ~~Principles of Learning and Teaching~~ PLT score requirement when applying for West Virginia certification. Performance assessment instruments must meet CAEP guidelines including reliability and validity. The ~~institution~~ IHE's developed or adopted performance assessment instruments shall:

~~6.4.~~6.7.b.2.A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards found in Appendix A-2 of this ~~policy~~ rule, appropriate ~~e.g.~~ Specialty Program Association Standards, ~~institution~~ IHE teacher preparation standards, etc.);

6.4.6.7.b.2.B. include performance criteria and performance indicators rooted in the relevant Standards;

6.4.6.7.b.2.C. address the knowledge, skills, and dispositions to be acquired by professional candidates as set forth in program goals;

6.4.6.7.b.2.D. have multiple means of measuring candidate performance and impact;

6.4.6.7.b.2.E. specify candidate performance expectations, acceptable proficiency levels, and designated benchmarks in the program; and

6.4.6.7.b.2.F. provide on-going, systematic information useful for decision making.

6.4.6.7.b.2.G. An adopted teacher performance assessment instrument proficiency level and/or cut score must be set within the acceptable range as established by the assessment's developer based on data from the national pool of test takers. Beginning Effective July 1, 2017, all newly admitted candidates into an educator preparation program EPP shall meet the adopted score/proficiency level for program completion.

6.4.6.7.b.3. Field-based Experiences. All teacher candidates completing a WVBE-approved teacher preparation program EPP for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school.

6.4.6.7.b.4. Field-based Experiences for Special Education. All teacher candidates completing a WVBE-approved teacher preparation program EPP of study leading to an endorsement(s) in an area(s) of special education shall successfully complete the minimum of a significant field experience in the area(s) of special education in which they are seeking an endorsement(s). Teacher candidates seeking an endorsement in special education/multicategorical shall successfully complete significant field experiences that include instructional and behavioral support for students in each of the areas of emotional/behavioral disorders, mental impairments, and specific learning disabilities.

6.4.6.7.b.5. Clinical Experiences Completed in the Public Schools. Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless s/he he/she is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that s/he he/she has achieved the proficiency level in less than the specified time. The clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. One exception: candidates who are completing their clinical experience on the job (e.g. candidates seeking alternative certification or on a first-class permit) may not have a teacher licensed in the same content, but instead will have a professional support team as described in W. Va. Code §18A-3C-1. A public school is defined as a state-funded school listed on the official state roster of public schools and that provides providing education free to students. The candidate must be assessed during the clinical experience in all specializations for which s/he he/she is requesting licensure. The institution IHE is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural multicultural), at-risk at-risk, and special needs learners at each programmatic level for which they

anticipate licensure. Clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system.

6.4.6.7.b.5.A. Any ~~PreK~~ pre-k-Adult program of study is required to contain clinical practice at two levels: ~~(1)~~ elementary, and ~~(2)~~ middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.4.6.7.b.5.B. Any K-Adult program of study is required to contain clinical practice at two levels: ~~(1)~~ elementary, and ~~(2)~~ middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.4.6.7.b.5.C. Any 5-Adult program of study is required to contain field- based experiences and clinical practice at a minimum of two different programmatic levels.

6.4.6.7.b.5.D. Any 9-Adult program of study is required to contain field- based experiences and clinical practice at a minimum of one programmatic level.

6.4.6.7.b.5.E. The elementary education specialization, (K-6) ~~K-6,~~ is also exempt to the programmatic level coverage for required field- based experiences at each programmatic level for which the candidate anticipates licensure. Clinical practice placement in two grades, a lower and an upper grade, from kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied. These required field-based and clinical-based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills and complete a performance assessment.

6.7.b.5.F. Programs consisting of a residency/year-long clinical may propose a modification to the programmatic level coverage by submitting a proposal to the EPPRB for review and subsequent WVBE approval.

6.4.6.7.b.6. Clinical Experiences Completed in Non-Public Schools. Each candidate completing an approved program shall spend a minimum of 12 weeks in the clinical portion of the program unless ~~s/he~~ he/she is able to demonstrate to the satisfaction of the college supervisor and the cooperating school supervisor that ~~s/he~~ he/she has achieved the proficiency level in less than the specified time. Clinical experiences completed in a virtual/online environment shall not constitute more than 50~~%~~ percent of the minimum required experience. The clinical experience must be completed under the direction of a teacher licensed to teach in the state in which the clinical experience is occurring and in the area in which they are seeking an endorsement. The candidate must be assessed during the clinical experience in all specializations for which ~~s/he~~ he/she is requesting licensure. The ~~institution~~ IHE is also required to document the candidates' field-based and/or clinical experiences with diverse (~~multi-cultural~~ multicultural), ~~at-risk~~ at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system, as identified in §126-114-6.4.b.5.A-E 6.7.b.5A-E.

6.4.6.7.b.6.A. Six Weeks of Clinical Experience Completed in a Public School and Six Weeks of Clinical Experience Completed in a Non-Public School. ~~Institutions of higher education~~ IHEs that offer

WVBE-approved ~~educator preparation programs~~ EPPs must place teacher candidates (student teachers/<u>teacher residents</u>) in a public school for the clinical experience for a minimum of six weeks or fulfill the requirements identified in §~~126-114 6.4.b.6.A~~<u>6.7.b.6A</u>.

~~6.4.~~<u>6.7.</u>b.6.B.   Twelve Weeks of Clinical Experience Completed in a Non-Public School. ~~Institutions of higher education~~ <u>IHEs</u> that offer WVBE-approved ~~educator preparation programs~~ <u>EPPs</u> and place ~~teacher candidates~~ (student teachers/<u>teacher residents</u>) in a non-public school(s) such that the <u>student</u> teacher ~~candidates~~ do<u>es</u> not complete a minimum of six weeks of clinical experience in a public schools must complete the following requirements:

~~6.4.~~<u>6.7.</u>b.6.B.1.   200 Clock Hours of Field-Based Experiences. - An ~~institution~~ <u>IHE</u> whose <u>student</u> teacher ~~candidates~~ do<u>es</u> not complete a minimum of six weeks of clinical experience in a public school shall require <u>the</u> <u>student</u> teacher ~~candidates~~ to complete 200 clock hours of field-based experiences in a public school, as defined in §~~126-114 6.4.b.5.~~<u>6.4.b.5</u>, under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring and in the area in which they are seeking an endorsement.

~~6.4.~~<u>6.7.</u>b.6.B.2.   Course for Teacher Candidates not Completing Six Weeks of Clinical Experience in the Public Schools. Teacher candidates not completing a minimum of six weeks of clinical practice in a public school must complete a WVBE-approved course which is a component of the ~~institution~~ <u>IHE</u>'s WVBE-approved ~~educator preparation program~~ <u>EPP</u> that provides information sufficient to prepare the prospective teacher to demonstrate competence to teach in the public schools of West Virginia. The course shall include instruction in at least the following: WVBE policy and provisions of ~~West Virginia Code~~ <u>W. Va. Code</u> governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including multicultural education, safe schools and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the Individuals with Disabilities Education Act (IDEA); and varied approaches for effective instruction for students who are ~~at risk~~ <u>at-risk</u>.

§126-114-7. Alternative Preparation Program Requirements

7.1.   General Requirements. In accordance with W. Va. Code §§18A-3-1a – 18A-3-1i, alternative preparation programs must meet the criteria specified in Policy 5901.

§126-114-8. <u>Year-Long Residency and</u> Teacher-In-Residence Programs

~~8.1.~~ Definition. ~~A "teacher-in-residence program" means is an intensively supervised and mentored residency program for prospective teachers during their final program year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Teacher-in-residence programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).~~

8.<u>1</u>~~2~~. Provisions. An ~~institution of higher education~~ <u>IHE</u> with a WVBE<u>-</u>approved ~~teacher preparation program~~ <u>EPP</u> in the state may enter into an agreement with a county board of education to establish a teacher-in-residence program <u>or a year-long residency model</u>.

8.<u>2</u>~~3~~. Minimum Requirements

8.2.a.   Teacher in Residence.

8.2~~3~~.a.1. The prospective teachers-in-residence shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) have the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §~~126-114 6.2.c~~6.5.c; and, 3) have met the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which ~~s/he~~ he/she is seeking certification.

8.2~~3.b~~.a.2 The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county which has been posted and for which no other fully certified teacher has been employed.

8.2~~3.ca~~.a.3 The agreement between the ~~institution of higher education~~ IHE and the county board of education shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the ~~institution of higher education~~ IHE, the school principal, peer, and mentor teachers.

8.2~~3.da~~.a.4. The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65~~%~~ percent of all state aid funding.

8.2~~3.ea~~.a.5. The prospective teacher-in-residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202.

8.2.b.   Year-Long Residency.

8.2.b.1.   Effective July 1, 2021, all EPPs with WVBE-approved programs of study leading to WV educator licensure must include a year-long residency option as the final clinical experience as defined in 5.29 for candidates completing their programs.

8.~~3~~4. Authorization. – The agreement established between an ~~institution of higher education~~ IHE and a county board of education must be approved by the WVBE.

§126-114-9. Professional Educator Preparation Program (EPP) Requirements: Student Support and Administration

9.1. Program Components. All student support and administrative preparation programs shall consist of three ~~(3)~~ components: pre-professional skills, content specialization, and professional education. The three ~~(3)~~ components, including the associated educational technology and skills, are necessary to satisfy WVBE-approved program requirements.

9.2. Pre-professional Skills Component. All provisions of this component described for teaching specializations (see ~~§126-114 6.2~~6.5) apply for student support and administrative specializations.

9.3. Content Specialization Component. All provisions of this component described for teaching specializations (see ~~§126-114 6.3~~6.6) apply for student support and administrative specializations except in §~~126-114 6.3.a.3~~6.6.a.3, ~~WVBE~~ state-approved content standards and ~~objectives~~ for the public school curriculum pertaining to the specialization standards.

9.3.a. Instructional Technology Content in <u>Student Support and</u> Administrator Preparation. All <u>student support and</u> administrator preparation programs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-2 of this ~~policy~~ <u>rule</u>.

9.4. Professional Education Component

9.4.a. Component Description. The professional education component for student support services and administrative programs prepares the candidate to integrate the professional pedagogy and the specialization knowledge and skills in an educational setting for the delivery of effective student support services programs or effective leadership roles in an educational setting. The professional education standards are listed in Appendices A-3 and A-4 of this ~~policy~~ <u>rule</u>.

9.4.b. Component Assessment. The component shall be assessed as part of the program review process.

9.4.b.1. Performance assessment instruments and procedures shall be developed at the ~~institutional level~~ <u>institutional-level</u> or adopted as specified in §~~126-114-6.4.b.2.~~<u>6.7.b.2</u> and procedures for their administration shall be based on the professional education standards in Appendix A-<u>4</u> of this ~~policy~~ <u>rule</u> and those performance indicators that are implied in the content specialization standards.

9.4.b.2. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty; ~~OR~~ <u>or</u>

9.4.b.2.A. An adopted teacher performance assessment instrument proficiency level and/or cut score must be set at or above the national average adopted score/proficiency level or instrument developer recommended score/proficiency level.

9.4.c. Educator's Assessment and Proficiency Levels

9.4.c.1. Professional Knowledge Assessment and Proficiency Levels. - Each candidate completing a WVBE-approved program shall be assessed using the ~~institution~~ <u>IHE</u>'s developed or adopted performance instrument(s) and procedures developed collaboratively with cooperating public school personnel. A candidate for a student support services specialization is required to complete a performance assessment in each specialization for which licensure is requested. The specialization will be the ~~PreK~~-<u>pre-k</u>-Adult programmatic level. The performance assessment must be completed at two programmatic levels: ~~1)~~elementary<u>,</u> and ~~2)~~middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

9.4.c.2. The performance assessments for administrative endorsements shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel or their specified designee. When a public school cooperating educator is not available to administer the performance assessment, ~~higher education~~ <u>IHE</u> may designate an ~~institution~~ <u>IHE</u>-based clinical supervisor in lieu of the public school supervisor. Verification that the candidate has attained the proficiency level shall be determined by both college supervisor and cooperating public school personnel, except where the ~~institution~~ <u>IHE</u> -based clinical supervisor is used under the conditions noted.

§126-114-10. Additional Program Requirements

10.1. Educator Program Provider Advisory Council (EPPAC). Each EPP that offers a WVBE-approved educator preparation program EPP of study shall have an EPPAC comprised of representatives from college and university educators, teacher education students teacher candidates, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the institution IHE from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the EPP's chief educator preparation program EPP officer in developing and reviewing all programs and policies for the preparation of educational personnel with the EPP. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of educators including the following:

10.1.a. new and revised preparation programs;

10.1.b. admission, retention and exit criteria;

10.1.c. pre-professional skills, content specialization, and professional education assessments;

10.1.d. educational technology activities and assessments;

10.1.e. annual testing and supply/demand reports;

10.1.f. WVBE and national program reviews and findings;

10.1.g. WVBE educational preparation and licensure policies and statutes;

10.1.h. recruitment of students;

10.1.i. clinical and field experiences; and

10.1.j. development and preparation of policies and programs for inclusion in WVBE self-study materials.

10.1.k. Educator Preparation Program EPP of Study Modifications. – Substantive program of study modification, (e.g., addition or deletion of courses, significant changes in course content or clinical experiences), must be submitted to the EPPAC for review. Following the EPPAC review, the EPP's administrator for educator preparation programs of study shall submit a letter summarizing the nature of changes and new curriculum summary sheet to the WVBE. An EPP may change up to 25 percent of a teaching certification program's credit hours in either the professional knowledge components or the content specialization courses without EPPRB re-approval. (This applies to adding/dropping courses, not content changes to courses). If more than 25 percent of a program's credit hours changes from the initial EPPRB approval or last EPPRB approval of a revision in either the professional knowledge components or the content specialization courses, then the EPP must resubmit the proposed changes to the EPPRB for review and re-approval. After its review of proposed program modifications, the EPPRB will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVBE shall acknowledge by letter to the institution IHE's administrator for educator preparation programs of study the WVBE's acceptance or rejection of the modification. If accepted, the modification shall be

incorporated into the EPP's approved program materials on file with the WVDE and with CAEP. Any changes made to an existing WVBE-approved ~~educator preparation program~~ EPP shall be included in the ~~institution~~ IHE's annual report submitted to the WVDE and will subsequently be reviewed as part of the CAEP accreditation review process.

10.1.l. An executive summary, including supporting appendices of all EPPAC meetings, shall be included in the EPP's annual report.

10.2. Second Field/Programmatic Level Requirements. An EPP may offer ~~a~~ specialization_s at ~~a~~ single or ~~at~~ multiple programmatic levels as defined in Appendix D of this ~~policy~~ rule. However, the ~~institution~~ IHE may establish a policy related to the number of programmatic levels and specializations required for a candidate to satisfy an approved program and recommendation for licensure except for specializations identified in ~~§126-114~~ 10.3.

10.3. Specialization Prerequisites, Restrictions, and Timelines.

~~10.3.a. Middle Childhood (5-9). A middle childhood (5-9) program (i.e., English 5 9, general science 5 9, mathematics 5 9, social studies 5 9) must be taken in combination with another general education specialization leading to an endorsement on a Professional Teaching Certificate.~~

10.3.~~b~~a. Reading Education. Reading education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The reading education endorsement shall reflect those grade levels that appear on an individual's Professional Teaching Certificate as they relate to the general education endorsement(s).

10.3.~~c~~b. Special Education. Effective July 1, 2016, individuals who were admitted to ~~teacher preparation program~~ EPPs in autism, emotional/behavior disorders (excluding autism), mental impairments (mild/moderate), multi-categorical, and specific learning disabilities and who held, qualified for or were simultaneously completing a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, and/or social studies, may be recommended for licensure at which time they have met to the satisfaction of institutional officials all content requirements of the WVBE-approved program.

10.4. Program Requirements, Assessments, and Test Scores.

10.4.a. Validity of Test Scores.

10.4.a.1. The licensure tests and passing scores required by the WVBE as set forth in this ~~policy~~ rule shall remain valid for ~~twelve~~ 12 months after completion of an approved program for licensure (as stated in Policy 5202, ~~§126-136~~ 10.1.b.3.G) where the applicant was continuously enrolled even if the test and or score required by this ~~policy~~ rule has changed.

10.4.a.2. A candidate whose test and/or scores do not meet current testing requirements at the time of application for licensure is required to satisfy current tests and passing scores.

10.4.b. Failure to Apply for Licensure. A candidate who fails to apply for licensure within ~~twelve~~ 12 months from the date of completing an approved program for licensure is required to satisfy any current and additional test and program components in effect at the time of application and to comply with

conditions outlined for the validity period.

10.4.c. Tests Required for New Specializations on a Professional Certificate. A candidate who wishes to add a new specialization to ~~his or her~~ his/her Professional Teaching Certificate by completing an approved program at an accredited ~~college or university~~ IHE is required to satisfy, in addition to the approved program content requirements, the content test requirement, if a test is required. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in pre-professional skills and professional education components and that a candidate who holds either the Professional Support or Professional Administrative Certificate has satisfied the pre-professional skills component. Institutions may modify this requirement for a candidate seeking an additional specialization based on the candidate's work or career experiences. In addition to satisfying the approved program content requirements and testing requirements for the new content specialization, if available, individuals wishing to add a new specialization to the Professional Teaching Certificate must also complete a supervised practicum which includes a performance assessment as defined in ~~§126-114-6.4.b.2~~6.7.b. ~~Education Preparation Programs~~ EPPs will determine the method for and the amount of clinical and/or field-based experiences necessary to satisfy the requirements specified in ~~§126-114-6.4.b.2~~6.7.b.2.

10.4.d. Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the WV Licensure Testing Directory on the WVDE website as a requirement of program completion.

10.4.e. Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this ~~policy~~ rule in order to enter the student teaching assignment/clinical experience component of the WVBE-approved program. Speech Language Pathologist candidates are exempt from this requirement and do not need to provide passing content proficiency scores prior to completing the clinical experience.

§126-114.11. Authorization and Accreditation Requirements

11.1. Institutional Authorization. A publicly supported EPP must be authorized by its governing board to offer ~~educator preparation~~ programs of study leading to West Virginia licensure, evidenced by a letter from the HEPC. In the case of EPPs housed in private ~~institution~~ IHE s, a letter from the chief executive officer of the entity authorizing the ~~educator preparation program~~ EPP of study must be provided.

11.2. Institutional Accreditation. An ~~institution~~ IHE offering WVBE-approved ~~educator preparation~~ programs of study must hold regional accreditation as defined in ~~§126-114-~~5.

11.3. CAEP Accreditation. All EPPs offering ~~educator preparation~~ programs of study that lead to licensure to work in the public schools of West Virginia must meet CAEP eligibility criteria or be in the CAEP candidacy process.

§126-114-12. Education Preparation Program (EPP) Approval Process

12.1. Granting of Approved Program Status. The WVBE is the statutory body with the authority to recognize ~~educator preparation programs~~ EPPs leading to the licensure of educators to serve in the public schools of West Virginia. The EPPRB will recommend approval status to the WVBE consistent with

§~~126-114~~12.2.d.

12.2. Initial Program Provider Approval

12.2.a. Request for Institutional Approval. An ~~institution~~ IHE that does not currently offer ~~WVBE approved~~ WVBE-approved programs and that meets CAEP eligibility criteria to become a CAEP candidate may notify the WVBE of its desire to become an ~~educator preparation~~ EPP provider and offer programs of study leading to licensure of educators to serve in the public schools of West Virginia. This notification must be submitted in writing to the WVBE as least one-year prior to the anticipated implementation date of the proposed program(s).

12.2.b. Prerequisite Requirements. Effective July 1, 2016, an ~~institution~~ IHE seeking approval to offer a WVBE-approved ~~educator preparation programs~~ EPPs must meet authorization and accreditation requirements indicated in §~~126-114~~13 prior to the review of the proposed program.

12.2.c. Proposal. Proposal and program approval procedures and requirements for a new ~~educator preparation program~~ EPP are described in administrative guidelines available from the WVBE.

12.2.d. EPP Approval Status. The WVBE may grant "Initial Approval Status" to new ~~educator preparation~~ programs of study prior to their inclusion in the EPP's CAEP accreditation review. Also, the WVBE, upon recommendation of EPPRB, may classify the status of EPPs as follows: "Initial Approval Status," "Continuing Approval Status," and "Probationary Approval Status ."

12.2.d.1. Initial Approval Status. Following a review and recommendation by the EPPRB, the WVBE may grant "initial approval" to a new ~~educator preparation program~~ EPP of study that has not previously been included in the EPP's CAEP accreditation review or that have not previously been offered by the EPP. "Initial Approval Status" may be granted by the WVBE for a period of five-years. The EPP will be required to document in its annual report the progress it is making ensure the success of its graduates to promote student achievement in the public schools in the ~~institution~~ IHE's service region. During the "Initial Approval Status" stage, the EPP may recommend graduates for West Virginia certification.

12.2.d.2. Continuing Approval Status. Following a review and recommendation by the EPPRB, the WVBE may grant "Continuing Approval Status" to those EPPs that have received "Exemplary Accreditation" or "Full Accreditation" by CAEP. To maintain "Continuing Approval Status" programs with the WVBE, EPPs must undergo the CAEP accreditation review and receive approval every seven years.

12.2.e. Probationary Approval Status. Following a review and recommendation by the EPPRB, the WVBE may assign "Probationary Approval Status" to EPPs that have been assigned "Probationary Approval Status" by CAEP for EPPs that meet or surpass CAEP guidelines in four CAEP standards, but fall below in one of the standards.

12.2.f. In the event of a CAEP revocation or denial of accreditation of an EPP, the EPPRB will review the CAEP evaluation of the EPP and make a recommendation to the WVBE.

12.3. WVBE/CAEP Accreditation Agreement

12.3.a. The WVBE is committed to working collaboratively with West Virginia EPPs (public and private) that hold or are seeking CAEP accreditation for the purpose of minimizing duplication in the CAEP

accreditation review process. Hence, the WVBE has entered into an agreement with CAEP for the purpose of requiring all EPPs delivering WVBE-approved ~~educator preparation~~ programs of study to hold CAEP accreditation. In addition, the WVBE commits to collaboration with all EPPs, public and private, for the purpose of coordination of CAEP accreditation review procedures. Such collaboration shall include, but is not limited to training a pool of qualified ~~educator preparation program~~ EPP assessors/examiners drawn from ~~higher education institutions~~ IHEs and public schools, establishing program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and CAEP) review team members and the reporting of program review results.

12.3.b. Approved Standards and Processes for Program Review for Programs of Study Leading to Professional Practice in a School Setting

12.3.b.1. Option 1. CAEP Program Review with National Recognition. CAEP Program Review with National Recognition applies Specialized Professional Associations' (SPAs'~~)~~ standards in the SPA review process and can result in ~~National Recognition~~national recognition. As evidence of quality, CAEP accepts the decisions of SPA areas that are recognized by the ~~U. S. Department of Education ED~~ US Dept. of Ed.or the CHEA. The results of all SPA decisions will be reported to the WVDE, the ~~institution~~ IHE, and its governing agency. Program review reports will also be available for review during the ~~off-site~~ offsite and ~~on-site~~ onsite reviews. Proper documentation of current approval status must be presented by the EPP to the ART team. Programs receiving full national recognition through the SPA review process and meeting all state standards and relevant policy adopted by the WVBE and standards particular to the EPP will also be considered ~~state-approved~~ state-approved.

12.3.b.1.A. Option 1.A. CAEP Program Review for Teacher Licensure Content Programs with National Organizations. The EPP provider will use Option 1.A "CAEP Program Review for Teacher Licensure Content Programs with National Organizations" for teacher licensure content programs for which there is no national SPA, but for which there is a selected, specialized, national accrediting organization accepted by CAEP, such as National Association of Schools of Music~~ NASM~~ (NASM). As evidence of quality, CAEP accepts the decisions of these national agencies. Programs receiving full national recognition through the specialized accrediting organization review process and meeting all state standards and relevant policy adopted by the WVBE and standards particular to the EPP will be considered ~~state-approved~~ state-approved.

12.3.b.2. Option 2. CAEP Program Review with Feedback. For content programs leading to licensure for which there is no national SPA, the EPP will use Option 2 CAEP Program Review with Feedback as its program review process. The results of the CAEP Program Review with Feedback will be reported to the ~~institution~~ IHE, the WVDE, the ART, and the governing agency. The Program Review with Feedback reports will be available to the ART during the off-site process and the ~~on-site~~ onsite visit. The ART will provide a recommendation regarding the status of each program utilizing Option 2.

12.3.c. Review of WVBE-Approved Programs at the Discretion of the WVDE. The WVDE may determine that a review of WVBE-approved programs is necessary at a time that does not coincide with the ~~institution~~ IHE's scheduled accreditation review through the CAEP accreditation review process. At its discretion, the WVDE may assemble a team of representatives from the WVDE, higher education, and the public schools to review any matters of concern identified by the WVDE.

12.4. Review of Programs of Study

12.4.1. Programs shall seek national or state recognition once ~~ten~~ 10 candidates have completed the program or when program reports are due for an upcoming CAEP accreditation visit. The failure of any program to obtain national or state recognition may be subject to having the EPP's program approval status ~~withdrawn~~. The WVBE may choose to grant the program probationary status for a defined period of time while recognition is sought or to terminate the certification authority of the program. During a period of probation, no new candidates may be admitted to the program, and existing candidates must be informed of the probationary status of the program. If certification authority is terminated by the WVBE, no new candidates can be admitted, and the existing candidates have two-years to complete the program. If existing candidates do not complete the program within two-years or a WVBE-approved period of time, they must transfer to another WVBE-approved program of study or program provider or they will not be eligible for licensure. When any ~~educator preparation program~~ EPP is terminated, the ~~institution~~ IHE shall notify all current and potential internal candidates of the status of its program.

§126-114-13. Educator Preparation Program Review Board (EPPRB)

13.1. ~~Educator Preparation Program Review Board Purpose (EPPRB)~~ EPPRB Purpose. The WVBE has created the EPPRB to make recommendations to the WVBE regarding initial and continuing ~~educator preparation program~~ EPP approval.

13.2. EPPRB Composition. The EPPRB shall be comprised of seven members selected from a pool of trained ~~educator preparation program~~ EPP of study assessors/examiners.~~;~~ ~~t~~Three members shall represent higher education ~~with~~ ~~(~~two representatives appointed by the ~~West Virginia Higher Education Policy Commission~~ WV HEPC and one representative appointed by the West Virginia Independent Colleges and Universities~~) and~~ ~~t~~Three members shall represent public education, grades ~~PreK~~ pre-k-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the EPPRB. The terms of the EPPRB members shall be for three years. An EPPRB member must exempt himself/herself from deliberations and actions related to the status of an EPP if ~~s/he~~ he/she is an employee of that ~~institution~~ IHE or served as a team member during the ~~institution~~ IHE's program review. EPPRB members may not be appointed to serve more than two consecutive terms.

13.3. EPPRB Functions. The primary functions of the EPPRB are to review and make recommendations regarding:

13.3.a. ~~1) review and make recommendations regarding~~ documents submitted by EPPs requesting "Initial Status" for a new ~~educator preparation program~~ EPP of study that has not previously been included 1) the CAEP accreditation review;

13.3.b. ~~2) review and make recommendations regarding~~ documents related to EPP- proposed content specializations that have not previously been included in the CAEP accreditation review;

13.3.c. ~~3) review and make recommendations regarding~~ Option 2 in the CAEP Agreement (Program Review With Feedback) utilizing a collaborative-developed and WVBE-approved rubric to recommend a program of study approval status consistent with ~~§126-114~~ 5.21;

13.3.d. ~~4) review and make recommendations regarding~~ documents submitted by EPPs requesting "Approval Status for a Revised Program of Study;" and

13.3.e. ~~5) review and make recommendations regarding~~ approval of a new EPP that desires to deliver an ~~educator preparation program~~ EPP of study that leads to licensure to work in the public schools of West Virginia.

13.4. EPPRB Procedures. The EPPRB member must exempt himself/herself from deliberations and actions related to the status of an EPP if ~~s/he~~ he/she is a current employee of that EPP or served as a team member during the EPP's CAEP accreditation review. The EPPRB shall meet at least once each semester unless no materials have been submitted to it for review and recommendation. Any new content specialization recommended for implementation will be recommended for approval on a timeline consistent with the EPP's CAEP accreditation review cycle. If the EPPRB determines and verifies in its written report that a proposed new program of study or content specialization has serious weaknesses or lacks verification that the standards have been met, the EPPRB may recommend that the WVBE not grant approval. WVDE guidelines are developed for procedures for the operation of the EPPRB.

13.5. EPPRB Process for Review and Re-Approval of a Revised Program of Study. Program change that must be submitted to the EPPRB for review: An EPP may change up to 25 percent of a teaching certification program's credit hours from original WVBE-approved program in either the professional knowledge components or the content specialization courses without EPPRB re-approval. (This applies to adding/dropping courses, not content changes to courses.) If substantive changes are made or more than 25 percent of a program's credit hours changes from the initial EPPRB approval or last EPPRB approval of a revision in either the professional knowledge components or the content specialization courses, then the EPP must resubmit the proposed changes to the EPPRB for review and re-approval.

§126-114-14. Annual Report and Performance

14.1. Annual Report. Each WVBE-approved EPP shall submit an annual report in the CAEP Accreditation Information Management System (AIMS). The EPP annual report should include information/progress on the following: a) progress in removing any CAEP-identified areas for improvement; b) substantive changes; c) links to candidate performance data on its website; d) the eight annual measures of program outcomes and impact and pathway-specific progress, as requested.

14.1.a. The eight annual measures of program outcomes and impact are: 1) impact that completers' teaching has on ~~Pre-k~~ pre-k-12 learning and development; 2) indicators of teaching effectiveness; 3) results of employer surveys and including retention and employment milestones; 4) results of completer surveys; 5) graduation rates from preparation programs; 6) ability of completers to meet licensing (certification) and any additional state requirements (license rates); 7) ability of completers to be hired in education positions for which they were prepared (hiring rates); and, 8) student loan default rates and other relevant consumer information.

14.1.b. Based upon information gleaned from the EPP annual reports, CAEP is required by ~~the CAEP~~ its Commission on Standards and Performance Reporting to identify levels and significant amounts of change in any of these eight indicators that would prompt further examination by the CAEP Accreditation Council's annual Monitoring Committee. Outcomes could include: 1) requirement for follow-up in future year; 2) adverse action that could include revocation of accreditation status; or 3) recognition of eligibility for a ~~higher level~~ higher-level of accreditation. WVDE will have access to the AIMS to review annual reports submitted by the EPPs as well as the CAEP responses to the reports.

14.1.c. Also annually, CAEP reports to the public accreditation information ~~the state/progress of~~

~~accreditation~~ and other consumer information about the status and trends of outcomes for completers. EPPs should be aware of any WVBE requirements that extend beyond the scope of the CAEP annual report and include such information in their report.

14.2. Noncompliance. An EPP that fails to submit or to meet the criteria for any WVBE and/or CAEP accreditation report is subject to having the EPP's program approval status withdrawn in addition to paying the required federal fines. When an EPP fails to submit the required information, the WVDE may recommend an alteration in the program's approval status to the WVBE for review and action.

14.3. Criteria for identifying EPPs that are "low performing" or "at risk." The designation of "low performing" or "~~at risk~~ at-risk" is based on a combination of four factors:

14.3.a. accreditation status of the EPP;

14.3.b. Praxis II content area exam pass rates;

14.3.c. Praxis II Principles of Learning and Teaching or nationally-normed teacher performance assessment pass rates; and

14.3.d. Recognition status of programs of study.

14.4. The following apply for the "low performing" and "~~at risk~~ at-risk" classifications.

14.4.a. Accreditation status.

14.4.a.1. Probationary accreditation = "~~at risk~~ at-risk."

14.4.a.2. Two or more standards unmet = "low performing."

14.4.b. Praxis II content area exam pass rates in any area.

14.4.b.1. From 75 percent to less than 80 percent pass = "~~at risk~~ at-risk."

14.4.b.2. Less than 75 percent pass = "low performing."

14.4.c. Praxis II Principles of Learning and Teaching exam or nationally-normed teacher performance assessment pass rates.

14.4.c.1. From 75 percent to less than 80 percent pass = "~~at risk~~ at-risk."

14.4.c.2. Less than 75 percent pass = "low performing."

14.5. Recognition status of programs of study.

14.5.a. Two or more programs or 50~~%~~ percent of their total number of programs with a designation of not recognized = "~~at risk~~ at-risk."

14.6. If an ~~institution~~ IHE is "~~at risk~~ at-risk" or "low performing" in any of these areas, as defined by

the criteria above for two consecutive years, that ~~institution~~ IHE will be designated as overall ~~"at-risk~~at-risk." If an ~~institution~~ IHE is ~~"at-risk~~at-risk" or "low performing" in two or more of the areas, as defined by the criteria above for two consecutive years, the ~~institution~~ IHE will be designated as overall "low performing." Programs with fewer than ten program completers per year will use data for the last three years of their program completers. EPPs designated as "low performing" for two consecutive years may be subject to WVBE action and shall notify all current and potential internal candidates of their designated performance status.

§126-114-15. Procedures for Initiating a New Content Specialization (Educator Preparation Program (EPP) of Study)

15.1. Authorization. An EPP currently delivering approved ~~educator preparation~~ programs of study must obtain approval from its governing board/body as defined in §~~126-114~~5.18 for the implementation of any new program prior to seeking review by the WVBE. All EPPs participating in the collaborative delivery of a program shall obtain the authorization of their respective boards/bodies.

15.2. Self-Study. The EPP must develop a self-study that addresses all criteria established in the WVBE Administrative Guidelines. An EPPAC review of the new content specialization/program of study must be documented.

15.3. EPPRB. The self-study shall be submitted to the EPPRB for review. Upon review of the self-study, the EPPRB may:

15.3.a. recommend to the WVBE that the program of study be granted ~~"~~Initial Program Approval~~"~~ status and allow the program to be implemented, with the terms and conditions described in §~~126-114~~5.21; ~~OR~~ or

15.3.b. require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation; ~~OR~~ or

15.3.c. require additional program development before the program is recommended for implementation. The EPP may request technical assistance from the authorized agency as provided in §~~126-114~~20.

§126-114-16. Procedures for WVBE Approval for a Revised Educator Preparation Program (EPP) of Study

16.1. Authorization. An EPP currently delivering approved ~~educator preparation~~ programs of study must obtain approval from its governing board/body as defined in §~~126-114~~5.18 for the implementation of ~~educator preparation~~ programs of study that have a significant change from the program of study initially approved by WVBE as defined in §~~126-114~~12.

16.2. Proposal. The EPP must develop a proposal that addresses all criteria established in the WVBE Administrative Guidelines. An EPPAC review of the revised program must be documented.

16.3. ~~Educator Preparation Program Review Board (~~EPPRB~~)~~. The proposal shall be submitted to the EPPRB for review. Upon review of the proposal, the EPPRB may:

16.3.a. recommend to the WVBE that the revised program of study be granted "Approval for a Revised ~~Educator Preparation Program~~ EPP of Study" and allow the program to be implemented with the terms and conditions described in §~~126-114-~~5.21; ~~OR~~ or

16.3.b. require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation; ~~OR~~ or

16.3.c. require additional program development before the program is recommended for implementation. The EPP may request technical assistance from the authorized agency as provided in §~~126-114-~~20.

§126-114-17. Procedures for WVBE Approval of a New Educator Preparation_Program (EPP) Provider ~~(EPP)~~ Not Currently Approved to Offer Educator Preparation Programs (EPPs) of Study Leading to Licensure

17.1. Authorization. An EPP not currently delivering approved ~~educator preparation~~ programs of study and that meets CAEP eligibility criteria and is in the CAEP candidacy process must obtain approval from its governing board/body as defined in §~~126-114-~~5.18 prior to seeking review and approval by the WVBE. All EPPs participating in the collaborative delivery of a program shall obtain the authorization of their respective boards/bodies.

17.2. Proposal. The EPP must develop a proposal that addresses all criteria established in the WVBE Administrative Guidelines.

17.3. Educator Preparation Program Review Board (EPPRB). The proposal shall be submitted to the EPPRB for review. Upon review of the proposal, the EPPRB will make a recommendation to the WVBE about whether the EPP should receive initial approval to offer educational preparation programs of study that result in licensure to work in the public schools of West Virginia. Upon receiving approval to become an EPP in WV, the EPP may then submit ~~educator preparation~~ programs of study to the EPPRB for a recommendation for "Initial Approval Status" as defined in §~~126-114-~~5.

§126-114-18. Procedures for Initiating and Evaluating a Pilot Program

18.1. Pilot Programs. An EPP currently offering approved ~~educator preparation~~ programs of study may seek approval for a pilot preparation program in a teaching, student support services or administrative area in a non-traditional manner or where there is no current ~~WVBE approved~~ WVBE-approved specialization leading to West Virginia licensure provided the proposal contains sufficient justification to warrant the new specialization. The EPP is encouraged to collaborate with the WVDE during the program's initial planning stage. The EPP must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than WVBE adopted program objectives, are the same as those outlined in §126-114-17. The experimental programs must comply with the guidelines adopted by the WVDE.

18.2. Evaluation Options. An EPP operating approved ~~educator preparation~~ programs of study may seek approval for a waiver from component requirements and/or procedures in current policy for evaluation purposes to determine if the alternative process described in the waiver prepares candidates who perform as effectively as candidates who have been prepared according to the component requirements in current policy. Such request must be in writing and submitted to the EPPRB.

18.3. Proposal and Reporting Guidelines. An EPP that seeks approval to offer a pilot program or a waiver of current policy must submit the proposal in research format by clearly indicating the objective of the project, the persons and agencies involved, the duration of the project, the assessment procedures and time lines, and the project coordinator. The EPP must also agree to prepare and submit a summary of its findings to the EPPRB, the WVCPTS and the WVDE.

18.4. Validity Period of Experimental Program. The experimental pilot program may operate for a maximum of five-years. The EPP must present required program data to the WVDE/EPPRB within 3-5 three to five years of operating an experimental pilot program. After three-years of operating a pilot program, an EPP may request initial approval, as defined in §126-114-15, by submitting the summary of the pilot program data along with a proposal for initial approval status to the EPPRB for review and recommendation.

§126-114-19. Educator Preparation Program (EPP) Approval Waiver

19.1. Waivers for new educator preparation programs EPPs may be granted by the WVBE based on critical teacher shortage areas and subject to CAEP accreditation guidelines.

19.2. Programmatic level changes. EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam.

§126-114-20. Technical Assistance

20.1. Technical Assistance in Program Development. At the request of a West Virginia educator preparation EPP provider, the WVDE shall provide technical assistance for purposes of program development.

§126-114-21. Federal Monitoring

21.1. Recent federal legislation will require the WVDE to conduct institutional monitoring following federally established guidelines. Federal monitoring requirements will be implemented pursuant to the procedures set forth in this policy rule whenever possible.

§126-114-22. Severability

22.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Appendix A-1
Conceptual Foundation for Teaching and Learning in West Virginia

Vision Statement

All students will achieve their maximum potential in order to become life-long learners and productive, responsible citizens. Therefore, it is fundamental to the interests of West Virginia's children to collaboratively maintain a thorough, efficient, and accountable comprehensive educational system that meets the needs of West Virginia's future.

Core Beliefs

The education system in West Virginia is founded in the following beliefs about children, teaching, and learning:

- Students master core subjects in a contemporary context.

- Instruction always includes content in a contemporary context through the incorporation of relevant examples, applications and settings.

- Extensive contemporary content is available and used by students, including global awareness, civic and business literacy.

- Where applicable, schools create ~~21st century~~ state-approved content standards that is relevant to the economic needs of their region, such as biotechnology, manufacturing, or agricultural technology.

- Educational objectives and teaching strategies emphasize the integration of ~~learning skills and 21st century tools~~ state-approved content standards, which comprises information, technology and communication (ITC) literacy.

- ~~Learning skills and 21st century tools~~ state-approved content standards are used together to enable students to effectively build content knowledge.

- Through integrating ~~learning skills and 21st century tools~~ state-approved content standards, students are able to ~~do such things as~~ access and communicate information, manage complexity, solve problems, and think critically and creatively.

- 100~~%~~ percent of students have access to ~~21st century tools~~ state-approved content standards.

- All assessment is learner-centered, formative, context-specific, ongoing, and rooted in teaching strategies.

- All teachers use classroom assessments that demonstrate evidence of student performance in ~~core subjects and 21st century skills~~ state-approved content standards.

- All teachers share with parents and students the information needed to monitor student progress in achieving learning goals.

- Students, teachers, and parents always collaborate to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.

- Most assessments use technology and record student performance as a means of tracking information over time.

- Teachers act as facilitators, resources, and partners for teaching and learning.

- All teachers use adaptable and flexible teaching and learning strategies that integrate ~~21st century skills~~ state-approved content standards.

- All teachers act as role models in the application and use of ~~21st century skills~~ state-approved content standards.

~~Adopted from the Partnership for 21st Century Skills~~

Appendix A-2
West Virginia Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work ~~in this global society~~. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice, and professional ~~development~~ learning. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education ~~teacher preparation programs~~ EPP that leads to certification should reflect, and be aligned to, these teaching standards.

Professional Teaching Standards:

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

- Curriculum and Planning
- The Learner and the Learning Environment
- Teaching
- Professional ~~r~~Responsibilities for ~~s~~Self-~~r~~Renewal
- Professional ~~r~~Responsibilities for ~~s~~School and ~~c~~Community

Standard 1: Curriculum and Planning. The teacher displays deep knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of ~~21st century~~ state-approved content standards interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy, and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the ~~West Virginia Content Standards and Objectives~~ state-approved content standards and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving, and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of and depth of knowledge in the ~~West Virginia Content Standards and Objectives~~ state-approved content standards. The teacher uses knowledge of content, process, and ~~21st century learning skills~~ state-approved content standards to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration, and problem solving that encourage creativity, innovation, and self-direction.

> **Function 1A: Core Content.** – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

> **Function 1B: Pedagogy.** – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and*

problem-solving.

Function 1C: Setting Goals and Objectives for Learning. – *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction. – *The teacher designs instruction that engages students in meaningful instructional activities using the ~~WV Content Standards and Objectives~~ state-approved content standards and resulting in intentional student learning.*

Function 1E: Student Assessments. – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment. The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural, and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development. – *The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Function 2B: Creating an environment of respect and rapport. – *The teacher shows   respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

Function 2C: Establishing a culture for learning. – *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

Function 2D: Implementing classroom procedures. – *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

Function 2E: Managing student behaviors. – *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Function 2F: Organizing the learning environment. – *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

Standard 3: Teaching. The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the ~~West Virginia Content Standards and Objectives~~ state-approved content standards. The teacher provides timely, specific, descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

> **Function 3A: Importance of Content.** – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

> **Function 3B: Communicating with Students.** – *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

> **Function 3C: Questioning and Discussion Techniques.** – *The teacher practices quality questioning techniques and engages students in discussion.*

> **Function 3D: Student Engagement.** – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

> **Function 3E: Use of Assessments in Instruction.** – *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

> **Function 3F: Demonstrating Flexibility and Responsiveness.** – *The teacher adjusts instruction based on the needs of the students and in response to "teachable moments."*

Standard 4: Professional Responsibilities for Self-Renewal. Teachers ~~The teacher~~ persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach, and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the

implementation of practices that improve teaching and learning.

Function 4A: Professional Learning. – *The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach, and work in a global and digital society.*

Function 4B: Professional Collaborative Practice. – *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.*

Function 4C: Reflection on Practice. – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution. – *The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community. The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at ~~high levels~~ high-levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management, and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians, and adults significant to students, on activities that connect school, families and the larger community.   The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission. – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

Function 5B: School-wide Activities. – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.*

Function 5C: Learner-Centered Culture. – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

Function 5D: Student Support Systems. – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

Function 5E: Student Management Systems. – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

Function 5F: School, Family, and Community Connections. – *The teacher works collaboratively with the principal, colleagues, parents, students, and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

Function 5G: Strategic Planning/Continuous Improvement. – *The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.*

Function 5H: Teacher Leadership. – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

Function 5I: Ethical Standards. – *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

Appendix A-3
West Virginia Professional Standards for Student Support Services

The ~~institution~~ IHE 's program in professional studies shall promote the development and assessment of the following knowledge and skills for candidates completing a WVBE-approved student support services program. The candidate shall be able to demonstrate that ~~s/he~~ he/she:

1.0. Student Services/Programs.

1.1.   Understands how students learn and develop and provides them with developmentally appropriate experiences or services that support their intellectual, social and personal development.

1.2. Understands the needs of special education and ~~at risk~~ at-risk students and is knowledgeable of the educational programs and practices available to meet their needs.

1.3. Understands individual and group motivation and can develop strategies for organizing and supporting individual and group needs.

1.4. Has a well-grounded framework in understanding cultural and community diversity and can make accommodations for these differences.

2.0. Professional Role.

2.1.   Understands and practices effective communication strategies in working with students, faculty, parents and the community agencies.

2.2. Reflects on effectiveness of her/his contributions to students and the school community.

2.3.   Seeks opportunities to foster positive relationships with school colleagues, parents and community agencies in endeavors that support students' learning and well-being.

2.4. Understands and utilizes ethical practices.

3.0. Schools and the Education Community.

3.1. Understands the functions of schools, their purpose and administrative structure as well as the social, moral, governance, and political dimensions of education.

Appendix A-4
West Virginia Standards for School Leaders

Standard 1: Vision. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture/Instruction. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: School Management/Environment. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization and resources for a safe, efficient, and effective learning environment.

Standard 4: School Community. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Personal/Professional Demeanor. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard 6: Systems. A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Adopted from the Interstate Schools Leaders Licensure Consortium's Standards for School Leaders

Appendix A-5
West Virginia Educator Preparation Program (EPP) Standards

All ~~teacher preparation program~~ EPPs shall be based on the West Virginia Professional Teaching Standards. The mission statement and the structure of ~~educator preparation programs~~ EPPs may vary, but they should be rooted in the following program standards. The mission statement shall establish the shared vision for a unit's efforts in preparing educators to work effectively in ~~PreK~~-pre-k-12 schools. The programs, courses, teaching, candidate performance, scholarship, service and unit accountability should all be linked to the mission statement. The mission statement shall be knowledge-based, articulated, shared, coherent, and consistent with the unit and/or institutional mission.

Standard 1: Content and Pedagogical Knowledge. *The ~~educator preparation program~~ EPP provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*

1.1. Candidates demonstrate an understanding of the 10 InTASC standards* at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2. ~~Educator preparation program~~ EPP providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their ~~P~~pre-k-12 students' progress and their own professional practice.

1.3. ~~Educator preparation program~~ EPP providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of ~~Specialized Professional Associations (~~SPAs~~)~~, the ~~National Board for Professional Teaching Standards (~~NBPTS~~)~~, states, or other accrediting bodies (e.g., ~~National Association of Schools of Music~~—NASM).

1.4. ~~Educator preparation program~~ EPP providers ensure that completers demonstrate skills and commitment that afford all ~~P~~pre-k-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate~~, Common Core State Standards~~).

1.5. ~~Educator preparation program~~ EPP providers ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice. *The ~~educator preparation program~~ EPP provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all ~~P~~pre-k-12 students' learning and development.*

2.1. Partners co-construct mutually beneficial ~~P~~pre-k-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence

across clinical and academic components of preparation; and share accountability for candidate outcomes.

2.2. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both ~~educator preparation program~~ EPP provider- and school-based, who demonstrate a positive impact on candidates' development and ~~P~~pre-k-12 student learning and development. In collaboration with their partners, ~~educator preparation program~~ EPP providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional ~~development~~ learning, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

2.3. The ~~educator preparation program~~ EPP provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all ~~P~~pre-k-12 students.

Standard 3: Candidate Quality, Recruitment, and Selectivity. *The ~~educator preparation program~~ EPP provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The ~~educator preparation program~~ EPP provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*

3.1. The ~~educator preparation program~~ EPP provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's ~~P~~pre-k-12 students. The ~~educator preparation program~~ EPP provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

3.2. The ~~educator preparation program~~ EPP provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The ~~educator preparation program~~ EPP provider ensures that the average ~~grade point average~~ GPA of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments, such as ACT, SAT, or GRE, is in the top 50 percent from 2016-2017;

3.3. ~~Educator preparation program~~ EPP providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The ~~educator preparation program~~ EPP provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

3.4. The ~~educator preparation program~~ EPP provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. ~~educator preparation program~~ EPP providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

3.5. Before the ~~educator preparation program~~ EPP provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on ~~P~~pre-k-12 student learning and development.

3.6. Before the ~~educator preparation program~~ EPP provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4: Program Impact. *The ~~educator preparation program~~ EPP provider demonstrates the impact of its completers on ~~P~~pre-k-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

4.1. The ~~educator preparation program~~ EPP provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to ~~educator preparation program~~ EPP providers, other state-supported ~~P~~pre-k-12 impact measures, and any other measures employed by the ~~educator preparation program~~ EPP provider.

4.2. The ~~educator preparation program~~ EPP provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

4.3. The ~~educator preparation program~~ EPP provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with ~~P~~pre-k-12 students.

4.4. The ~~educator preparation program~~ EPP provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Educator Preparation Program Provider Quality Assurance and Continuous Improvement. *The ~~educator preparation program~~ EPP provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on ~~P~~pre-k-12 student learning and development. The ~~educator preparation program~~ EPP provider supports*

continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The educator preparation program EPP provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on Ppre-k-12 student learning and development.

5.1.   The educator preparation program EPP provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and educator preparation program EPP provider operational effectiveness. Evidence demonstrates that the educator preparation program EPP provider satisfies all CAEP standards.

5.2.   The educator preparation program EPP provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

5.3.   The educator preparation program EPP provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4.   Measures of completer impact, including available outcome data on Ppre-k-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5.   The educator preparation program EPP provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the educator preparation program EPP provider, are involved in program evaluation, improvement, and identification of models of excellence.

Council for the Accreditation of Educator Preparation (CAEP) Standards, 2013

Appendix A-6
West Virginia Professional School Counselor Standards

School counselors play a vital role in supporting the success of all students by providing academic, career and personal/social development through a comprehensive school counseling program (CSCP) that engages all stakeholders in providing a system of student supports within and across all programmatic levels. These Professional School Counselor Performance Standards provide a common language that describes what a counselor needs to know and be able to do, serve as a foundation for assessment of school counselor practice, and provide context for professional ~~development~~ learning. The curriculum for West Virginia higher education school counselor preparation programs should reflect and align to these school counselor performance standards.

Professional School Counselor Performance Standards:

These school counselor performance standards provide the expectation that every West Virginia school counselor will demonstrate expertise in five broad areas that are the basis for what counselors must know and be able to do:

- Program Planning, Design, and Management
- Program Delivery
- Data Driven Accountability and Program Evaluation
- Leadership and Advocacy
- Professional Growth and Responsibilities

Standard 1: Program Planning, Design and Management. The school counselor plans, designs, and manages a ~~comprehensive school counseling program~~ (CSCP) that is aligned with the state model. The CSCP consistently includes four delivery systems: Personalized Student Planning, Integrated Delivery of the West Virginia ~~Student Success~~ Standards for Student Success (WVSSS), Responsive Services, and Student Supports. The counselor works collaboratively with school leadership, staff, and community stakeholders to set goals and priorities for the CSCP, intentionally aligning the program with other curricular areas, relevant school initiatives, and the school's strategic plan. The school counselor assures that all program components and practices are aligned with established foundational components including the school counselor performance standards, the school counseling mission, beliefs and philosophy statements, and state student standards. The school counselor establishes a systemic process of involving stakeholders in program planning using diverse approaches consistent with best practices and assesses student needs and program effectiveness using a variety of tools to identify school needs and to plan specific activities designed to achieve optimal student results related to academic, career, and personal/social development needs of ~~ALL~~ all students.

> **Function 1A: Program Planning.** - *Plans a balanced CSCP that addresses the ~~West Virginia Student Success Standards~~ (WVSSS) and all four delivery systems as described in W. Va. 126CSR67, WVBE Policy 2315, Comprehensive School Counseling Program*.

> **Function 1B: Program Design.** - *Designs a balanced CSCP*.

> **Function 1C: Program Management.** - *Manages a CSCP*.

> **Function 1D: Stakeholder Collaboration.** - *Collaborates with stakeholders to plan and manage the*

CSCP.

Standard 2: Program Delivery. The professional school counselor delivers a balanced CSCP that includes all delivery systems and systemically addresses the ~~West Virginia Student Success Standards~~ (WVSSS) and all four delivery systems within each programmatic level. In collaboration with school and community stakeholders, the school counselor delivers a standards-and research-based guidance curriculum and school-wide prevention programs that contribute to a safe and positive school environment. The counselor engages staff and community agencies through a systemic approach to provide early identification and interventions for ~~at-risk~~ at-risk students. The counselor facilitates the connections between students and families with opportunities that enhance academic, career, and personal/social development, preparing students to be globally competent citizens. The counselor assures implementation of effective transitioning practices that support all students during transitions within and between programmatic levels. The counselor involves school staff in a systemic approach to assessing, identifying, and implementing school-wide crisis prevention and intervention services. The counselor continually seeks to maintain a system of school-wide supports and to empower staff to provide personalized supports for all students.

> **Function 2A: Program Delivery.** - *Ensures the delivery of a CSCP aligned with ~~West Virginia Board of Education~~ WVBE policy.*

> **Function 2B: Research-Based Best Practices.** – *Utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.*

> **Function 2C: Integrated Delivery ~~O~~ of ~~T~~ the ~~WV Student Success Standards~~ WVSS.** – *Facilitates delivery the collaborative delivery of the West Virginia Student Success Standards to meet the developmental needs of all students.*

> **Function 2D: Student Planning.** - *Coordinates an ongoing systemic approach for career investigation and self-discovery to assist individual students in establishing personal goals and developing future plans.*

> **Function 2E: Responsive Services.** - *Provides a continuum of interventions in response to student needs and includes a prevention-based approach to individual and school crises and has a crisis plan in place to address the mental health component of common school-wide crises.*

> **Function 2F: Student Supports.** - *Assists in developing comprehensive student supports within the school and community to support academic, career, and personal/social development of all students.*

> **Function 2G: Successful Transitions.** - *Coordinates student supports for successful transitioning within and between programmatic levels, from school to school, school to work, or school to ~~post-secondary~~ postsecondary and career ~~and~~ technical training programs.*

Standard 3: ~~Data-Driven~~ Data-Driven Accountability and Program Evaluation. The professional school counselor systematically gathers, examines, and analyzes individual student and school system data to evaluate the effectiveness of activities and interventions of the ~~Comprehensive school counseling program~~ (CSCP). The counselor assures there are process protocols available and uses the protocols to inform, plan, manage, implement, and evaluate the effectiveness of the CSCP. The counselor uses the results of the CSCP Program Audit to continually improve the CSCP in meeting the developmental needs

of all students.

Function 3A: Program Results. - *Uses data to measure the results and impact of the CSCP.*

Function 3B: Program Completeness. - *Evaluates the degree to which CSCP is implemented and aligned to ~~West Virginia Board of Education~~ WVBE policy and the West Virginia School Counseling Model.*

Standard 4: Leadership and Advocacy. The professional school counselor advocates for the success of all students by promoting equity and access to curriculum, programs, services and resources. The counselor facilitates professional ~~development~~ learning for school staff and provides training for stakeholders that advances and reinforces the ~~comprehensive school counseling program~~ (CSCP), its services and activities. The counselor promotes the achievements of students through the CSCP. In order to foster success for all students, the counselor is actively engaged in establishing school practices and procedures that contribute to an effective CSCP. The counselor assumes a school leadership role in ensuring the CSCP is an integral part of the strategic plan of the school.

Function 4A: Student Advocacy. - *Advocates for success of ~~ALL~~ all students.*

Function 4B: Stakeholder Training. - *Facilitates appropriate training for stakeholders and staff related to the CSCP mission.*

Function 4C: Program Advocacy. - *Advocates for and promotes the CSCP.*

Standard 5: Professional Growth and Responsibilities. The professional school counselor continually seeks contemporary knowledge and skills and integrates the most current research into his/her practice in order to advance the ~~comprehensive school counseling program~~ (CSCP) and profession. The counselor sets professional ~~development~~ learning goals based on identified needs using recognized national and state standards, self-assessment, and other sources of information that inform professional practice. In order to optimize practice and discover new resources, the counselor routinely creates opportunities to engage, collaborate, and consult with other counselors. The counselor adheres to ethical standards and local, state, and national policies that impact school counseling practice and sets high standards of professional performance. The counselor contributes to the growth of the school counseling profession by consistent demonstration of professional habits that advance the profession and that assure a CSCP that meets the academic, career, and personal/social development needs of all students.

Function 5A: Knowledge and Skills. - *Enhances knowledge and skills to advance professional practice.*

Function 5B: Legal and Ethical Practices. - *Adheres to professional ethical standards, policies, and laws in conduct and in practices.*

Function 5C: Growth of Profession. - *Contributes to growth of the school counseling profession.*

Created by the West Virginia School Counseling Model Task Force and Standards Sub-Committee.

Appendix A-7
West Virginia Elementary Mathematics Specialist (EMS) Standards
(Endorsement and Masters Degree Programs)

These standards lead to an ~~elementary mathematics specialist~~ EMS add-on endorsement at the graduate level.

Process Standards (Standards 1-7)

The process standards recognize that mathematics is best approached as a unified whole. Mathematical concepts, procedures, and intellectual processes are interrelated such that, in a significant sense, the "whole is greater than the sum of the parts." This approach is addressed by faculty involved in mathematics content, mathematics education, and education working together in developing candidates' experiences.

Standard 1: Knowledge of Mathematical Problem Solving. Candidates know, understand, and apply the process of mathematical problem solving.

Indicators

    1.1. Apply and adapt a variety of appropriate mathematical strategies to solve problems.

    1.2. Solve problems that arise in mathematics and those involving mathematics in other contexts.

    1.3. Build new mathematical knowledge through problem solving.

    1.4. Monitor and reflect on the process of mathematical problem solving.

Standard 2: Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments.

Indicators

    2.1. Recognize reasoning and proof as fundamental aspects of mathematics.

    2.2. Make and investigate mathematical conjectures.

    2.3. Apply basic logic structures to develop and evaluate mathematical arguments and proofs.

    2.4. Select and use various types of reasoning and methods of proof.

Standard 3: Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty, students, and others.

Indicators

    3.1. Organize mathematical thinking through various effective communication modalities.

3.2. Analyze and evaluate the mathematical thinking and strategies of others.

Standard 4: Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Indicators

4.1. Recognize and use connections among mathematical ideas.

4.2. Recognize and apply mathematics in contexts outside of mathematics.

4.3. Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

Standard 5: Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Indicators

5.1. Use representations to model and interpret physical, social, and mathematical phenomena.

5.2. Create and use representations to organize, record, and communicate mathematical ideas.

5.3. Select, apply, and translate among mathematical representations to solve problems.

5.4. Use multiple representations to model numbers, computations and algorithms, moving student understanding from concrete, to representational (symbolic), to abstract.

Standard 6: Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicator

6.1. Use knowledge of mathematics to select and use appropriate technological tools.

Standard 7: Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.

Indicators

7.1. Demonstrate a commitment to mathematical equity.

7.2. Demonstrate a commitment to empowering students to use mathematics in creative ways.

7.3. Demonstrate a commitment to learning for conceptual understanding as well as procedural fluency in mathematics.

Pedagogy Standard (Standard 8)

In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

Standard 8: Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators

8.1. Candidates must have specialized mathematical knowledge for teaching that enables them to:
- Support the development of *mathematical proficiency* as characterized by conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition *(National Research Council, 2001)*.
- Create opportunities for learners to develop mathematical practices and to critically evaluate their selection and use of these practices.
- Diagnose mathematical misconceptions and errors and design appropriate interventions.
- Decide whether, how, and how far to utilize specific oral or written responses from learners.
- Recognize, evaluate, and respond to multiple, often non-standard solutions to problems.
- Choose and/or design tasks to support the learning of new mathematical ideas or methods, or to test learners' understanding of them.

8.2. Understand learning trajectories related to particular topics in mathematics and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners.

8.3. Construct and evaluate multiple representations of mathematical ideas or processes, establish correspondences between representations, and understand the purpose and value of doing so.

8.4. Use various instructional applications of technology in ways that are mathematically and pedagogically grounded.

8.5. Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.

8.6. Reflect knowledge of research regarding the teaching and learning of mathematics in instructional practice.

8.7. Develop learners' abilities to make and investigate conjectures and provide justifications for their arguments.

Content (Standards 9-13)

Candidates' comfort with, and confidence in, their knowledge of mathematics affects both what they teach and how they teach it. Knowing mathematics includes understanding specific concepts and procedures as well as the process of doing mathematics. That knowledge is the subject of the following standards.

Standard 9: Knowledge of Number and Operations: Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meanings of operations.

Indicators

9.1. Demonstrate an understanding of non-quantified comparisons (less than, more than, the same), decomposition of numbers, 1-to-1 correspondence, conservation of quantity, cardinality and ordinality.

9.2. Develop a comprehensive repertoire of interpretations of the four operations of arithmetic and of the common ways they can be applied.

9.3. Demonstrate an understanding of the structure of place-value notation in general and base-10 notation in particular, i.e. how place-value notations efficiently represent even very large numbers, as well as decimals; use of these notations to order numbers, estimate, and represent order of magnitude (e.g., using scientific notation).

9.4. Develop an understanding of multi-digit calculations, including standard algorithms, mental mathematics, and non-standard ways commonly created by students; informal reasoning used in calculations and reasonableness of solution.

9.5. Understand basic number systems: whole numbers (non-negative integers), integers, non-negative rational numbers, rational numbers, and real numbers; relationships among them, and locations of numbers in each system on the number line; and what is involved in extending operations from each system (e.g., whole numbers) to larger systems (e.g., rational numbers).

9.6. Demonstrate an understanding of multiplicative arithmetic: factors, multiples, primes, least common multiple, greatest common factor; proportional reasoning and rescaling.

9.7. Demonstrate a deep understanding of rational numbers, operations with rational numbers represented as fractions, decimals and percentages.

9.8. Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.

Standard 10: Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Indicators

10.1. Recognize commutativity, associativity, and distributivity, and 0 and 1 as identity elements in

51

the basic number systems; understand how these may be used in computations and to deduce the correctness of algorithms. Use order-of-operations conventions.

10.2. Recognize literal symbols as names for mathematical objects; the process of *substitution* of particular numbers into variable expressions; the *solution set* of an algebraic equation or relation; transformations of equations (or relations) that do not change the solution set.

10.3. Model problems, both mathematical and "real world," using algebraic equations and relations.

10.4. Explore and analyze patterns, relations, and functions.

10.5. Understand the concept of a function as defining one variable uniquely in terms of another.

10.6. Familiarity with basic types of functions. Represent a function: formula, graph, table or situation.

10.6 7. Find functions to model various kinds of growth, both numerical and geometric.

10.7 8. Investigate equality and its relationship in equations.

10.8 9. Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.

Standard 11: Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Indicators

11.1. Use visualization, the properties of two- and three-dimensional shapes, and geometric modeling.

11.2. Compose and decompose plane and solid figures.

11.3. Build and manipulate representations of two- and three-dimensional objects using concrete models, drawings, and dynamic geometry software.

11.4. Specify locations and describe spatial relationships using coordinate geometry.

11.5. Draw and identify lines and their subsets and angles and classify shapes by properties of their lines and angles.

11.5 6. Apply transformations and use symmetry, congruence, and similarity.

11.6 7. Demonstrate knowledge of the historical development of Euclidean geometry including contributions from diverse cultures.

Standard 12: Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Indicators

12.1. Address relevant investigations by creating data sets and collecting, organizing, and displaying relevant data.

12.2. Use statistical methods and technological tools to analyze data and determine measures that describe shape, spread, and center of the distribution of the set of data and when and why those measures are appropriate.

12.3. Apply the basic concepts of probability and ways to represent them; making judgments under conditions of uncertainty; measuring likelihood; becoming familiar with the concept of randomness.

12.4. Distinguish categorical (discrete) data (e.g., gender, favorite ice cream flavor) from measurement (continuous) data.

12.5. Demonstrate knowledge of the historical development of probability and statistics including contributions from diverse cultures.

Standard 13: Knowledge of Measurement. Candidates apply and use measurement concepts and tools.

Indicators

13.1. Demonstrate understanding of non-standard and standard units of measure.

13.2. Select and use appropriate measurement units, techniques, and tools.

13.3. Recognize and apply measurable attributes of objects and the units, systems and processes of measurement.

13.4. Employ estimation as a way of understanding measurement units and processes.

13.5. Understand and apply common units of geometric measures including: angles, perimeter, area and volume.

13.6. Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.

References

Association of Mathematics Teacher Educators. (2010). *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs.* San Diego, CA: AMTE.

National Council of Teachers of Mathematics. (2003). *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists.*

National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics.* J. Kilpatrick, J. Swafford, & B. Findell (eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Appendix A-8
West Virginia Elementary Mathematics Specialist (EMS) Standards
(Masters Degree Programs)

These standards lead to an ~~elementary mathematics specialist~~ EMS component within a master's degree program.

Standard 1: Content Knowledge. Effective ~~elementary mathematics specialist~~ EMS s demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

~~Elementary mathematics specialist~~ EMS candidates:

1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number and Operations, Algebra, Geometry and Measurement, and Statistics and Probability) as outlined in the NCTM CAEP Mathematics Content for ~~Elementary Mathematics Specialist~~ EMS.

Standard 2: Mathematical Practices. Effective ~~elementary mathematics specialist~~ EMS s solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching and mathematics leadership.

In their role as teacher, lead teacher, and/or coach/mentor, ~~elementary mathematics specialist~~ EMS candidates:

2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Standard 3: Content Pedagogy. Effective ~~elementary mathematics specialists~~ EMSs apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching and coaching/mentoring to develop all students' mathematical understanding and proficiency. As teacher, lead teacher, and coach/mentor, they provide and assist teachers in providing students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts.

They plan, select, implement, interpret, and assist teachers in the incorporation of formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

In their role as teacher, lead teacher, and/or coach/mentor, ~~elementary mathematics specialist~~ EMS candidates:

3a) Apply knowledge of curriculum standards for elementary mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers.

3b) Analyze and consider research in planning for and leading students and the teachers they coach/mentor in rich mathematical learning experiences.

3c) Plan and assist others in planning lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

3d) Provide students and teachers with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

3e) Implement and promote techniques related to student engagement and communication including selecting ~~high-quality~~ high-quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

3f) Plan, select, implement, interpret, and assist teachers in using formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

3g) Monitor students' progress and assist others, including family members, administrators and other stakeholders, in making instructional decisions and in measuring and interpreting students' mathematical understanding and ability using formative and summative assessments.

Standard 4: Mathematical Learning Environment. Effective ~~elementary mathematics specialists~~ EMSs

exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools.

In their role as teacher, lead teacher, and/or coach/mentor, ~~elementary mathematics specialist~~ EMS candidates:

4a) Exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior and demonstrate and promote a positive disposition toward mathematical processes and learning.

4b) Plan, create, and coach/mentor teachers in creating developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include and assist teachers in embracing culturally relevant perspectives as a means to motivate and engage students.

4d) Demonstrate and encourage equitable and ethical treatment of and high expectations for all students.

4e) Apply mathematical content and pedagogical knowledge in the selection, use, and promotion of instructional tools such as manipulatives and physical models, drawings, virtual environments, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make and nurture sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

Standard 5: Impact on Student Learning. ~~elementary mathematics specialists~~ EMSs provide evidence that as a result of their instruction or coaching/mentoring of teachers, elementary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. ~~Elementary mathematics specialist~~ EMSs support the continual development of a positive disposition toward mathematics. These mathematics specialists show that new student mathematical knowledge has been created as a consequence of their ability to engage students or coach/mentor teachers in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

In their role as teacher, lead teacher, and/or coach/mentor, ~~elementary mathematics specialist~~ EMS candidates:

5a) Verify that elementary students demonstrate conceptual understanding; procedural fluency; the

ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

5b) Engage students and coach/mentor teachers in using developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction or their efforts in coaching/mentoring teachers.

Standard 6: Professional Knowledge and Skills. Effective ~~elementary mathematics specialists~~ EMSs are lifelong learners and recognize that learning is often collaborative. They participate in and plan mathematics-focused professional ~~development~~ learning experiences at the school and/or district level, draw upon mathematics education research to inform their practice and the practice of colleagues, continuously reflect on their practice, use and assist teachers in using resources from professional mathematics organizations, and demonstrate mathematics-focused instructional leadership.

In their role as teacher, lead teacher, and/or coach/mentor, ~~elementary mathematics specialist~~ EMS candidates:

6a) Take an active role in their professional growth by participating in professional ~~development~~ learning experiences that directly relate to the learning and teaching of mathematics and to their development as a mathematics instructional leader.

6b) Engage in and facilitate continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' and teachers' mathematical knowledge development; involve colleagues and other school professionals, families, and various stakeholders; and advance the development in themselves and others as reflective practitioners.

6c) Plan, develop, implement, and evaluate mathematics-focused professional ~~development~~ learning programs at the school and/or district level; use and assist teachers in using resources from professional mathematics education organizations such as teacher/leader discussion groups, teacher networks, and print, digital, and virtual resources/collections; and support teachers in systematically reflecting on and learning from their mathematical practice.

6d) Demonstrate mathematics-focused instructional leadership through actions such as coaching/mentoring; building and navigating relationships with teachers, administrators, and the community; establishing and maintaining learning communities; analyzing and evaluating educational structures and policies that affect students' equitable access to ~~high-quality~~ high-quality mathematics instruction; leading efforts to assure that all students have opportunities to learn important mathematics; evaluating the alignment of mathematics curriculum standards, textbooks, and required assessments and making recommendations for addressing learning and achievement gaps; developing appropriate classroom or school- level learning environments; and collaborating with school-based professionals to develop evidence-based interventions for high and low-achieving students.

Standard 7: Elementary Mathematics Specialist (EMS) Field Experiences and Clinical Practice. ~~Elementary mathematics specialist~~ EMS engage in a planned sequence of field experiences and clinical practice under the supervision of an experienced and ~~highly-qualified~~ highly-qualified mathematics educator. They develop a broad experiential base of knowledge and skills working with a range of student and adult learners including elementary students (e.g., primary, intermediate, struggling, gifted, and English language learners) and elementary school teachers, both novice and experienced, in a variety of school and professional ~~development~~ learning settings. They develop and use interpersonal and leadership skills to engage school-based and other professionals in the improvement of mathematics programs at the school and/or district levels.

~~Elementary mathematics specialist~~ EMS candidates:

7a) Engage in a sequence of planned field experiences and clinical practice under the supervision of an experienced and ~~highly-qualified~~ highly-qualified mathematics educator that involves the development of a broad experiential base of knowledge and skills working with a range of student and adult learners in a variety of school and professional ~~development~~ learning settings and the development of interpersonal skills critical for mentoring other teachers and working with school-based personnel, district administrators, and others.

7b) Develop and use leadership skills to improve mathematics programs at the school and/or district level, (e.g., coaching/mentoring new and experienced teachers to better serve students); sharing critical issues, policy initiatives, and curriculum trends related to mathematics teaching; keeping abreast of local, state, or national policy decisions related to mathematics education; communicating to educational constituents about students, curriculum, instruction, and assessment; collaborating to create a shared vision and to develop an action plan for school improvement; and partnering with school-based professionals to improve each student's achievement.

Reference

National Council of Teachers of Mathematics. (2012). *CAEP/NCTM Program Standards: Standards for Elementary Mathematics Specialists.*

Appendix B
Pre-Professional Skills for Speaking And Listening Professional Speaking Skills

PRE-PROFESSIONAL SPEAKING SKILLS

1.0. Psychomotor Skills. Speak clearly and demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.

   1.1. Articulation. Produce speech sounds intelligible to the listener(s).

   1.2. Diction. Utilize diction that is not distracting to listener(s).

   1.3. Vocal Flexibility. Utilize vocal inflection for emphasis and meaning.

   1.4. Volume. Adapt to the communication situation with appropriate vocal energy.

2.0. Message Construction Skills. Construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.

   2.1. Purpose. Identify the purpose (desired response) for the message.

   2.2. Thesis. Frame the central idea of the message clearly and concisely.

   2.3. Organization. Develop coherent main and subordinate ideas.

   2.4. Support. Select clarifying or persuasive supporting materials appropriate to listener(s) and purpose.

   2.5. Audience Analysis. Recognize the perceptual framework of the listener(s).

   2.6. Style. Utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.

   2.7. Vocal Flexibility. Modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.

   2.8. Appearance. Monitor and vary appearance consonant with communication situation and listener(s).

   2.9. Kinesics. Utilize movement, gesture, and facial expression ("body language") as part of intended message.

   2.10. Proxemics. Understand and utilize spatial relationships as part of the intended message.

   2.11. Oral Reading. Analyze and interpret the writer's message by use of paralanguage and kinesics.

3.0. Feedback Skills. Analyze, evaluate, and respond to feedback as a means for improving the

effectiveness of the communication interaction.

    3.1. Active Listening. Perceive and evaluate accurately verbal and nonverbal feedback.

    3.2. Paraphrasing. Check accuracy of feedback evaluation.

    3.3. Adaptation. Modify the message appropriately in response to feedback.

    3.4. Questioning. Elicit feedback productively in order to improve the effectiveness of communication.

PRE-PROFESSIONAL LISTENING SKILLS

1.0. Literal Comprehension. Listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.

    1.1. Thesis. Recognize and paraphrase accurately the central idea in an oral message.

    1.2. Main Ideas. Identify accurately the main points that make up the thesis of the oral message.

    1.3. Supporting Materials. Recognize accurately the details or evidence supporting the main points of an oral message.

    1.4. Directions. Restate accurately directions and instructions.

    1.5. Diction. Accommodate nonstandard articulation or dialectal patterns to achieve accuracy of intended meaning.

    1.6. Suspending Judgment. Listen, without judging, in order to understand message accurately.

2.0. Interpretive Comprehension. Demonstrate listening and responding skills that clarify and enhance human relations in a public, group, or interpersonal interaction.

    2.1. Paraphrasing. Restate the speaker's viewpoint accurately when it differs from that of the listener.

    2.2. Feedback. Ask questions effectively and in a nonthreatening manner for clarification of information.

    2.3. Difference of Opinion. Identify and understand the reason for the perspective (perceptual framework) of the speaker.

    2.4. Decoding Nonverbal Cues. Identify incongruities between verbal and nonverbal cues.

    2.5. Empathic Listening. Identify the emotional content of the message from vocal and nonvocal cues.

3.0. Critical Comprehension.

3.1. Ideas. Evaluate the thesis, main points, and supporting material of the message.

3.2. Fact and Opinion. Distinguish between observation and inference.

3.3. Information and Persuasion. Distinguish between informative and persuasive message.

3.4. Persuasive Techniques. Identify a variety of reasoning techniques and motive appeals used in oral messages.

3.5. Drawing Conclusions. Analyze and synthesize multiple messages and draw defensible conclusions.

3.6. Assessing Credibility. Distinguish between the subjective attitude toward the speaker and the content of the message.

Appendix C-1
Educational Technology Standards and Performance Indicators for Teachers

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills to design, implement, and assess learning experiences that engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community including the following:

1. ~~**Facilitate and Inspire Student Learning and Creativity.** — *Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*~~

~~Teachers:~~
   ~~a. promote, support, and model creative and innovative thinking and inventiveness~~

   ~~b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources~~

   ~~c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes~~

   ~~d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments~~

2. ~~**Design and Develop Digital-Age Learning Experiences and Assessments.** — *Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the* West Virginia Content Standards and Objectives.~~

~~Teachers:~~
   ~~a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity~~

   ~~b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress~~

   ~~c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources~~

   ~~d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching~~

3. ~~**Model Digital-Age Work and Learning.** — *Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*~~

~~Teachers:~~
   ~~a. demonstrate fluency in technology systems and the transfer of current knowledge to new~~

technologies and situations

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility. – *Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

Teachers:
a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership. – *Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

Teachers:
a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision-making and community-building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

EMPOWERED PROFESSIONAL
1. **LEARNER**

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

A. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

B. Pursue professional interests by creating and actively participating in local and global learning networks.

C. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. **LEADER**

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

A. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

B. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

C. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. **CITIZEN**

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

A. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

B. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

C. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

D. Model and promote management of personal data and digital identity and protect student data privacy.

LEARNING CATALYST

4. **COLLABORATOR**

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

A. Dedicate planning time to collaborate with colleagues to create authentic learning Experiences that leverage technology.

B. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

C. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

D. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. **DESIGNER**

Educators design authentic, learner-driven activities and environments that recognize and accommodate leaner variability. Educators:

A. Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
B. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
C. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. **FACILITATOR**

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

A. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
B. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
C. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
D. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. **ANALYST**

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

A. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
B. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Adopted from the International Society for Technology in Education (ISTE), ~~National Education Technology~~ Standards for ~~Teachers~~ Educators

Appendix C-2
Educational Technology Standards for Administrators

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills for effective use of educational technology in instruction and leadership including the following:

~~1. Leadership and Vision. Educational leaders inspire a shared vision for comprehensive integration of technology and foster and environment and culture conducive to the realization of that vision.~~

~~Educational leaders:~~
~~a. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.~~

~~b. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.~~

~~c. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.~~

~~d. use data in making leadership decisions.~~

~~e. advocate for research-based effective practices in use of technology.~~

~~f. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.~~

~~2. Learning and Teaching. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.~~

~~Educational leaders:~~
~~a. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.~~

~~b. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.~~

~~c. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.~~

~~d. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.~~

~~e. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.~~

~~3. Productivity and Professional Practice. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.~~

Educational leaders:
  a. model the routine, intentional, and effective use of technology.

  b. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

  c. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

  d. engage in sustained, job-related professional learning using technology resources.

  e. maintain awareness of emerging technologies and their potential uses in education.

  f. use technology to advance organizational improvement.

4. Support, Management, and Operations. Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:
  a. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

  b. implement and use integrated technology-based management and operations systems.

  c. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

  d. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

  e. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

5. Assessment and Evaluation. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:
  a. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

  b. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

  c. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

  d. use technology to assess, evaluate, and manage administrative and operational systems.

6. Social, Legal, and Ethical Issues. Educational leaders understand the social, legal, and ethical issues

~~related to technology and model responsible decision-making related to these issues.~~

~~Educational leaders:~~
   ~~a. ensure equity of access to technology resources that enable and empower all learners and educators.~~

   ~~b. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.~~

   ~~c. promote and enforce privacy, security, and online safety related to the use of technology.~~

   ~~d. promote and enforce environmentally safe and healthy practices in the use of technology.~~

   ~~e. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.~~

1. **EQUITY AND CITIZENSHIP ADVOCATE**
    Leaders use technology to increase equity, inclusion and digital citizenship practices. Education leaders:
    A. Ensure all students have skilled teaches who actively use technology to meet student learning needs.
    B. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
    C. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
    D. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

2. **VISIONARY PLANNER**
    Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:
    A. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
    B. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
    C. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
    D. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
    E. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3. **EMPOWERING LEADER**
    Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:
    A. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.

B. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

C. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.

D. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social emotional needs of individual students.

E. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

4. **SYSTEMS DESIGNER**

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

A. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.

B. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.

C. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.

D. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

5. **CONNECTED LEARNER**

Leaders model and promote continuous professional learning for themselves and others. Education leaders:

A. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.

B. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.

C. Use technology to regularly engage in reflective practices that support personal and professional growth.

Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

Adopted from the International Society for Technology in Education (ISTE), ~~National Education Technology~~ Standards for ~~Administrators~~ Leaders

Appendix D
Programmatic Levels and Specializations Recognized on the Professional License

Recognized Programmatic Levels

Preschool Education	~~PreK -PreK~~ Pre-k-Pre-k
Preschool to Adult	~~PreK~~ Pre-k-Adult
Kindergarten to Grade 12	Grades K-12
Early Education	~~PreK~~ Pre-k-K
Early Childhood	Grades K-4
Elementary Education	Grades K-6
Middle Childhood	Grades 5-9
Adolescent	Grades 9-Adult
Adult	Adult

Grade Level Options for General Education Specializations

Agriculture	5-Adult
<u>Algebra II</u>	<u>5-Adult</u>
American Sign Language	~~PreK~~ Pre-k-Adult, 5-Adult
Any Modern Foreign Language	~~PreK~~ Pre-k-Adult, 5-Adult
Art	~~PreK~~ Pre-k-Adult, 5-Adult, 5-9
Biology	9-Adult
Business Education	5-Adult, 9-Adult
Business Education/Marketing	5-Adult, 9-Adult
Chemistry	9-Adult
Chemistry/Physics	9-Adult
Chinese	~~PreK~~ Pre-k-Adult, 5-Adult
Computer Science Education	~~PreK~~ Pre-k-Adult
Dance	~~PreK~~ Pre-k-Adult, 5-Adult
Driver Education	9-Adult
Earth & Space Science	5-Adult
Early Childhood Education	K-4
Early Education	~~PreK~~ Pre-k-K
Elementary Education	K-6
Elementary Mathematics Education	K-6
Elementary Mathematics Specialization	K-6
Elementary Mathematics Specialist[2]	K-6
English	5-Adult, 5-9
English as a Second Language	~~PreK~~ Pre-k-Adult
Family & Consumer Science	5-Adult
French	~~PreK~~ Pre-k-Adult, 5-Adult
General, Integrated Mathematics	5-Adult
General Mat<u>hematics</u> through Algebra I	5-9
General Science	5-Adult, 5-9
<u>Geometry</u>	<u>5-Adult</u>
German	~~PreK~~ Pre-k-Adult, 5-Adult
Health	~~PreK~~ Pre-k-Adult, 5-Adult
Instructional Technology	~~PreK~~ Pre-k-Adult
Japanese	~~PreK~~ Pre-k-Adult, 5 Adult

Journalism	5-Adult, 9-Adult
Latin	5-Adult, ~~PreK~~ Pre-k-Adult
Marketing	9-Adult
Mathematics (Comprehensive)	5-Adult
Middle Childhood	5-9
Music	~~PreK~~ Pre-k-Adult
Oral Communications	5-Adult, 9-Adult
Physical Education	~~PreK~~ Pre-k-Adult, 5-Adult, 5-9
Physics	9-Adult
Preschool Education	~~PreK PreK~~ Pre-k-Pre-k
Reading Education	~~PreK~~ Pre-k-K, K-6, 5-Adult
Reading Specialist[1,2,3]	~~PreK~~ Pre-k-Adult
Russian	~~PreK~~ Pre-k-Adult, 5-Adult
School-Library Media	~~PreK~~ Pre-k-Adult
Social Studies	5-Adult, 5-9
Spanish	~~PreK~~ Pre-k-Adult, 5-Adult
Technology Education	5-Adult
Theatre	~~PreK~~ Pre-k-Adult, 5-Adult
Wellness (Health-Physical Education Combined Major)	~~PreK~~ Pre-k-Adult

Grade Level Options for Special Education Specializations

Autism[4]	~~PreK PreK~~ Pre-k-Pre-k, K-6, 5-Adult
Emotional/Behavior Disorders	K-6, 5-Adult
Gifted	1-12
Deaf and Hard of Hearing	~~PreK~~ Pre-k-Adult
Mentally Impaired (Mild/Moderate)	K-6, 5-Adult
Multi-Categorical (E/BD, MI, SLD, excluding Autism)	K-6, 5-Adult
Preschool Special Needs	~~PreK~~ Pre-k-K
Severe Disabilities	K-Adult
Specific Learning Disabilities	K-6, 5-Adult
Visual Impairment	~~PreK~~ Pre-k-Adult

Grade Level Options for Student Support Specializations

Counselor[2]	~~PreK~~ Pre-k-Adult
School Nurse	~~PreK~~ Pre-k-Adult
School Psychologist[2]	~~PreK~~ Pre-k-Adult
Social Services and Attendance	~~PreK~~ Pre-k-Adult
Speech Language Pathologist[2]	~~PreK~~ Pre-k-Adult
Speech Assistant	~~PreK~~ Pre-k-Adult

Grade Level Options for Administrative Specializations

General Supervisor[2]	~~PreK~~ Pre-k-Adult
Principal[2]	~~PreK~~ Pre-k-Adult
Superintendent[2]	~~PreK~~ Pre-k-Adult

[1]Graduate Level Certification Program Required
[2]Master's Degree Required
[3]Reading Specialist requires a completion of a Master's Degree in Reading Specialist ~~OR~~ or a Master's

Degree and a Graduate Certification Program in Reading Specialist reflective on official seal bearing transcripts.

[4]Autism. An individual may not add the Autism Endorsement from solely taking the content area test for Autism. Please see section §126-136.19.3 for requirements to add Autism to a certificate.

The WVDE shall issue certificates for discontinued specializations only to those students enrolled in an approved program at the time the program was discontinued.

Grade Level Options for Classroom Assistant Teachers
     Early Childhood Classroom Assistant Teacher Authorization   ~~PreK~~ Pre-k-K

Grade Level Options for Career ~~and~~ Technical Specializations
     All Specializations   5-Adult

Grade Level Options for Paraprofessionals
     Paraprofessionals[5]   1-Adult
[5]Associate Degree required

Appendix E
Approved Standards for Program Development and for Completion of
West Virginia Approved Programs Leading to West Virginia Licensure

GENERAL EDUCATION SPECIALIZATIONS
Approved Program Specializations

AGRICULTURE			
Standards Required	National Standards: *None* **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of this ~~policy~~ rule.	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
AMERICAN SIGN LANGUAGE (~~PreK~~ Pre-k-Adult)**			
Standards Required	National Standards: *American Sign Language (ASL) Teacher Association*		Current ~~WV Content Standards~~ state-approved content standards
**Note: A candidate who holds valid certification through the ~~American Sign Language~~ ASL Teaching Association or valid National Interpreter Certification through the Registry of Interpreters for the Deaf is not required to satisfy the Sign Language Proficiency Interview: ASL ~~or the American Sign Language~~ Proficiency Interview (Gallaudet University) requirement or PRAXIS Assessment of Signed Communication ASL ~~(American Sign Language)~~.			
ART			
Standards Required	National Standards: *Standards for Art Teacher Preparation*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
BIOLOGY			
Standards Required	National Standards: *National Science Teachers Association (NSTA)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
BUSINESS EDUCATION			
Standards Required	National Standards: *None*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
BUSINESS EDUCATION/MARKETING			
Standards Required	National Standards: *National Standards for Business Education*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
CHEMISTRY			
Standards Required	National Standards: ~~*National Science Teacher Association* *(NSTA*)~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
CHINESE			
Standards Required	National Standards: *American Council on the Teaching of Foreign Languages (ACTFL)*		Current ~~WV Content Standards~~ state-approved content standards
COMPUTER SCIENCE EDUCATION			
Standards	National Standards: *International*		Current ~~WV Content~~

Required	*Society for Technology in Education (ISTE)**		~~Standards~~ state-approved content standards
DANCE			
Standards Required	National Standards: *National Dance Association*		Current ~~WV Content Standards~~ state-approved content standards
DRIVER EDUCATION			
Standards Required	National Standards: *None*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
EARLY CHILDHOOD EDUCATION (K-4)			
Standards Required	National Standards: *Association for Childhood Education International <u>(ACEI)</u> or CAEP-identified standards*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
EARLY EDUCATION (~~PreK-~~ <u>Pre-k-</u>K)			
Standards Required	National Standards: *National Association for the Education of Young Children* (NAEYC)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
EARTH AND SPACE SCIENCE (5-AD)			
Standards Required	National Standards: ~~*Science Teachers Association (NSTA)*~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
ELEMENTARY EDUCATION (K-6)			
Standards Required	National Standards: ~~*Association for Childhood Education International*~~ *<u>ACEI</u> or CAEP-identified standards* ~~*OR*~~ *<u>or</u> CAEP Elementary Performance Standards K-6*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
ELEMENTARY MATHEMATICS ENDORSEMENT (K-6)			
Standards Required	National Standards: ~~*Association for Childhood Education International (ACEI)*~~ *or CAEP-identified standards, WV Elementary Mathematics Specialty Standards for Endorsement Programs*		Current ~~WV Content Standards~~ state-approved content standards
ELEMENTARY MATHEMATICS SPECIALIZATION (K-6)			
Standards Required	National Standards: *National Council of Teachers of Mathematics (NCTM)*		Current ~~WV Content Standards~~ state-approved content standards
ELEMENTARY MATHEMATICS SPECIALIST (K-6)			
Standards Required	National Standards: ~~*National Council of Teachers of Mathematics (NCTM)*~~*, WV Elementary Mathematics*		Current ~~WV Content Standards~~ state-approved content standards

	Specialist Standards for Master's Degree Programs		
ENGLISH (5-Adult)			
Standards Required	National Standards: *National Council for Teachers of English* (NCTE)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
ENGLISH (5-9)			
Standards Required	National Standards: ~~National Council for Teachers of English*~~ (NCTE*)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
ENGLISH AS A SECOND LANGUAGE (~~PreK~~ Pre-k-Adult)			
Standards Required	National Standards: *Teachers of English to Speakers of Other languages (TESOL)*		Current ~~WV Content Standards~~ state-approved content standards
FAMILY AND CONSUMER SCIENCE			
Standards Required	National Standards: *National Association of State Administrators of Family and Consumer Science*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
FRENCH			
Standards Required	National Standards: ~~American Council on the Teaching of Foreign Languages~~ (ACTFL)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
GENERAL, INTEGRATED MATHEMATICS (5-AD)			
Standards Required	National Standards: ~~National Council of Teachers of Mathematics~~ (NCTM)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
GENERAL MATHEMATICS (5-9)			
Standards Required	National Standards: ~~National Council of Teachers of Mathematics~~ (NCTM)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
GENERAL SCIENCE (5-Adult)			
Standards Required	National Standards: ~~National Science Teachers Association*~~ (NSTA*)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
GENERAL SCIENCE (5-9)			
Standards Required	National Standards: ~~National Science Teachers Association*~~ (NSTA*)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
GERMAN			
Standards Required	National Standards: ~~American Council on the Teaching of Foreign Languages~~ (ACTFL)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
HEALTH			
Standards Required	National Standards: *SHAPE America-Health Education*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards

INSTRUCTIONAL TECHNOLOGY			
Standards Required	National Standards: *National Education Technology Standards for Teachers, National Education Technology Standards for Administrators, National Education Technology Standards for Students, Learning Forward Standards for Professional Learning*		Current ~~WV Content Standards~~ state-approved content standards
JAPANESE			
Standards Required	National Standards: ~~American Council on the Teaching of Foreign Languages(ACTFL)~~		Current ~~WV Content Standards~~ state-approved content standards
JOURNALISM			
Standards Required	National Standards: *None*		Current ~~WV Content Standards~~ state-approved content standards
LATIN			
Standards Required	National Standards: *American Classical League*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
MARKETING			
Standards Required	National Standards: *None*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
MATHEMATICS (5-Adult)			
Standards Required	National Standards: ~~National Council of Teachers of Mathematics* (NCTM*)~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
MUSIC			
Standards Required	National Standards: *Music Education National Conference*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
ORAL COMMUNICATION			
Standards Required	National Standards: *None*	Current Content Praxis Test Topics	Current WV Content Standards
PHYSICAL EDUCATION			
Standards Required	National Standards: *SHAPE-America-Physical Education*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
PHYSICS			
Standards Required	National Standards: ~~National Science Teachers Association* (NSTA*)~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
PRESCHOOL EDUCATION			
Standards	National Standards: ~~National~~		Current ~~WV Content~~

Required	~~Association for the Education of Young Children* (NAEYC*)~~		~~Standards~~ state-approved content standards
READING EDUCATION			
Standards Required	National Standards: *International Reading Association* (IRA)		Current ~~WV Content Standards~~ state-approved content standards
READING SPECIALIST			
Standards Required	National Standards: Reading Specialist requires a completion of a Master's Degree in Reading Specialist ~~OR~~ or a Master's Degree and a Graduate Certification Program in Reading Specialist reflective on official seal bearing transcripts, *~~National Standards: International Reading Association* (IRA*)~~ **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of this ~~policy~~ rule.	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
RUSSIAN			
Standards Required	National Standards: ~~American Council on the Teaching of Foreign Languages(ACTFL)~~		Current ~~WV Content Standards~~ state-approved content standards
SCHOOL LIBRARY/MEDIA			
Standards Required	National Standards: *American Library Association* (ALA), *American Association of School Librarians (AASL)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SOCIAL STUDIES (5-Adult)			
Standards Required	National Standards: *National Council for the Social Studies* (NCSS)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SOCIAL STUDIES (5-9)			
Standards Required	National Standards: ~~National Council for the Social Studies* (NCSS*)~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SPANISH (Test 5195 does not apply to 5-9)			
Standards Required	National Standards: ~~American Council on the Teaching of Foreign Languages(ACTFL)~~	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
TECHNOLOGY EDUCATION			
Standards Required	*National Standards:* International Technology Education Association (ITEA), Council on Technology Teacher Education (~~ITEA/~~CTTE)	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards

THEATRE			
Standards Required	National Standards: *American Alliance for Theatre and Education*		Current ~~WV Content Standards~~ state-approved content standards
WELLNESS (~~PreK~~ Pre-k-Adult) Health and Physical Education Comprehensive			
Standards Required	National Standards: *SHAPE America-Health Education, SHAPE America-Physical Education*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards

ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS

SCHOOL COUNSELOR			
Standards Required	National Standards: *Council for Accreditation of Counseling and Related Educational Programs*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SCHOOL NURSE			
Standards Required	National Standards : *National Association of School Nurses – "Scope and Standards of Professional School Nursing Practice"* Valid West Virginia RN Licensure		Current ~~WV Content Standards~~ state-approved content standards
SCHOOL PSYCHOLOGIST			
Standards Required	National Standards: *National Association of School Psychologists* (NASP)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SOCIAL SERVICES/ATTENDANCE			
Standards Required	National Standards: *None*		Current ~~WV Content Standards~~ state-approved content standards
SPEECH ASSISTANT			
Standards Required	National Standards: *None*		Current ~~WV Content Standards~~ state-approved content standards
SPEECH PATHOLOGIST			
Standards Required	National Standards: *American Speech-Language Hearing Association (ASHA)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT			
Standards Required	National Standards: *Educational Leadership Constituent Council* (ELCC)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards

SPECIAL EDUCATION SPECIALIZATIONS

AUTISM

Standards Required	National Standards: *Council for Exceptional Children* (CEC) **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of WVBE Policy 5202.	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
EMOTIONAL/BEHAVIOR DISORDERS (Excluding Autism)			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
DEAF AND HARD OF HEARING			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*)*		Current ~~WV Content Standards~~ state-approved content standards
GIFTED			
Standards Required	National Standards: *National Association of Gifted Children,* ~~Council for Exceptional Children*~~ *(CEC*)*		Current ~~WV Content Standards~~ state-approved content standards
MENTALLY IMPAIRED (MILD/MODERATE)			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
MULTI-CATEGORICAL SPECIAL EDUCATION (E/BD , MI, SLD, EXCLUDING AUTISM)			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
PRESCHOOL SPECIAL NEEDS (~~PreK~~ Pre-k-K)			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SEVERE DISABILITIES			
Standards Required	National Standards: ~~Council for Exceptional Children*~~ *(CEC*) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
SPECIFIC LEARNING DISABILITIES			
Standards Required	~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards
VISUAL IMPAIRMENT			
Standards Required	~~Council for Exceptional Children*~~ *(CEC*)*	Current Content Praxis Test Topics	Current ~~WV Content Standards~~ state-approved content standards

INDEX

Comment Period Ends: February 11, 2019

NOTICE: *Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.*

The following form is provided to assist those who choose to comment on **Policy 5100, Approval of Educator Preparation Programs.** Additional sheets may be attached, if necessary.

Name: _____   Organization: _____

Title: _____

City: _____   State: _____

Please check the box below that best describes your role.

☐ Superintendent   ☐ Higher Educator   ☐ Parent/Family
☐ Principal   ☐ Teacher   ☐ Community Member
☐ Professional Support Staff   ☐ Service Personnel   ☐ Other

COMMENTS/SUGGESTIONS
§126-114-1. General
§126-114-2. Summary
§126-114-3. Purpose
§126-114-4. Authority of the WVBE
§126-114-5. Definitions
§126-114-6. Professional Educator Preparation Program (EPP) Requirements: Teacher Clinical Partnerships

§126-114-7. Alternative Preparation Program Requirements
§126-114-8. Teacher-In-Residence Program
§126-114-9. Professional Educator preparation Program (EPP) Requirements: Student Support and Administration
§126-114-10. Additional Program Requirements
§126-114-11. Authorization and Accreditation Requirements
§126-114-12. Education Preparation Program (EPP) Approval Process
§126-114-13. Education Preparation program Review Board (EPPRB)
§126-114-14. Annual Report and Performance
§126-114-15. Procedures for Initiating a New Content Specializations (Educator Preparation Program (EPP) of Study)
§126-114-16. Procedures for WVBE Approval for a Revised Educator Preparation Program (EPP) of Study
§126-114-17. Procedures for WVBE Approval of a new Education Preparation Program (EPP) Provider Not Currently Approved to Offer Educator Preparation Programs (EPPs) of Study Leading to Licensure

§126-114-18. Procedures for Initiating and Evaluating a Pilot Program
§126-114-19. Educator Preparation Program (EPP) Approval Waiver
§126-114-20. Technical Assistance
§126-114-21. Federal Monitoring
§126-114-22. Severability
Appendix A-1: Conceptual Foundation for Teaching and Learning in West Virginia
Appendix A-2: West Virginia Professional Teaching Standards
Appendix A-3: West Virginia Professional Standards for Student Support Services
Appendix A-4: West Virginia Standards for School Leaders
Appendix A-5: West Virginia Educator Preparation Program (EPP) Standards
Appendix A-6: West Virginia Professional School Counselor Standards

Appendix A-7: West Virginia Elementary Mathematics Specialists (EMS) Standards (Endorsement and Masters Degree Programs)
Appendix A-8: West Virginia Elementary Mathematics Specialist (EMS) Standards (Masters Degree Programs)
Appendix B: Pre-Professional Skills for Speaking and Listening Professional Speaking Skills
Appendix C-1: Educational Technology Standards and Performance Indicators for Teachers
Appendix C-2: Educational Technology Standards for Administrators
Appendix D: Programmatic Levels and Specializations Recognized on the Professional License
Appendix E: Approved Standards for Program Development and for Completion of West Virginia Approved Programs Leading to West Virginia Licensure

Please direct all comments to:

Jodi Oliverto, Coordinator
Office of Certification & Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room #700
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: joliveto@k12.wv.us
Fax No.: 304.558-7843